DOCUMENT RESUME

ED 146 536 CG 011 984

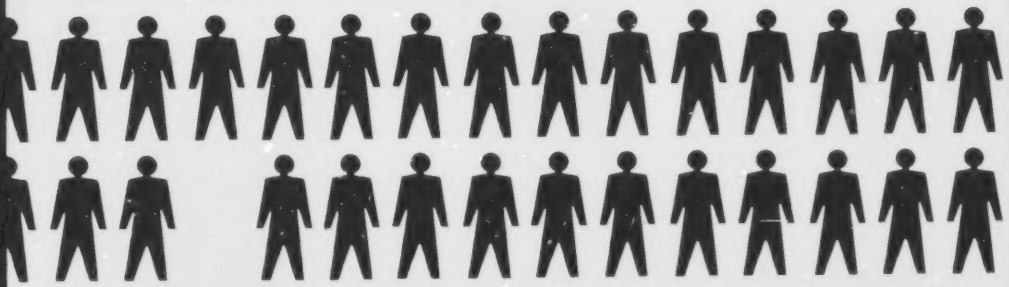
AUTHOR Bruce, Martin M.
TITLE A Guide to Human Relations in Business and Industry.
PUB DATE 69
NOTE 111p.
AVAILABLE FROM Martin M. Bruce, Ph.D., Publishers, 340 Oxford Road, New Rochelle, New York, 10804 ($6.75 ea., 10% discount per 100 volumes)

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Administrative Personnel; *Business; Employer Employee Relationship; Guides; *Human Relations; Industrial Personnel; *Industrial Relations; *Management Development; *Personnel Management; Personnel Policy; Psychology

ABSTRACT

This publication ranges from discussion of the reasons for human behavior to details important in effective selection and training of personnel. Divided into 15 chapters, the material covered includes such topics as Understanding Behavior, The Human Being on the Job, Training, Planning Work, and Handling Individual Problems. Intended primarily for management, it includes a good bibliography of relevant publications. The stated goal of the publication is to help administrators build good human relations within the organization, in order to help optimize output and maximize profit. (Author/PFS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****



ED146536

A GUIDE TO HUMAN RELATIONS IN BUSINESS AND INDUSTRY

BY

MARTIN M. BRUCE, PH.D.

Industrial Psychological Consultant

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MARTIN M. BRUCE, PH.D., PUBLISHERS

340 OXFORD ROAD

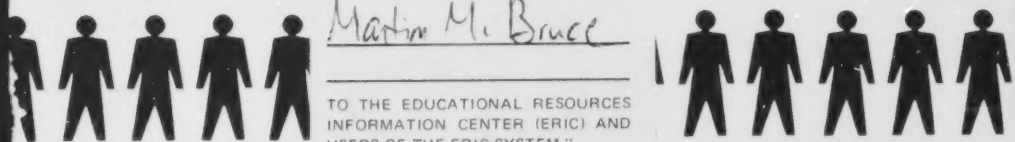
NEW ROCHELLE, NEW YORK 10804

CG 011984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Martin M. Bruce

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."



DEDICATED TO BETTY, BUFFY, AND LARRY —

THREE GOOD REASONS FOR HUMAN RELATIONS.

A GUIDE TO HUMAN RELATIONS
IN BUSINESS AND INDUSTRY

Copyright 1969 by Martin M. Bruce
Printed in the United States of America

The main body of this text was originally requested by, and written for, an office of the federal government.

All rights in this book are reserved. No part of the book may be used or reproduced in any matter whatsoever without permission, except for quotation in articles and reviews. For information write the publisher:

MARTIN M. BRUCE, PH.D.,

PUBLISHERS

340 OXFORD ROAD

NEW ROCHELLE, N. Y. 10804

TABLE OF CONTENTS

CHAPTER 1: WHY HUMAN RELATIONS?

People: A basic ingredient 13
Historical highlights of labor-management relations 14
Meeting individual and company goals with good human relations 15
A case history 16
People and profits 17

CHAPTER 2: RESPONSIBILITY FOR HUMAN RELATIONS

The duties of human relations management 18
The value of a good H. R. program 18
The man to choose 19
The responsibility is management's 20

CHAPTER 3: UNDERSTANDING BEHAVIOR

People are all alike 21
Psychological needs 21
People are all different 22
Why there are differences 23
Different ways of seeing the same thing 23
The other fellow may see it differently 24
The goal is adjustment 25
An example of adjustment 26
You don't always see what's there 26
A case of displaced aggression 27
No pat answers or explanations 27

CHAPTER 4: THE HUMAN BEING ON THE JOB

A well defined organization 28
Adjustment to the job 29
The job wants me 30
Poor relationships can equal poor work 30
Production is related to attitudes toward management 31
Getting favorable attitudes requires some individual attention 33

CHAPTER 5: UNDERSTANDING YOUR GROUP

Self understanding basic to group understanding 34
Some group problems 35
Surface logic and research facts 36
Helping make it happen 37
Potential is not always obvious 38
Accurate information a proper base for action 38
Emotional attitudes: an example 39
Group acceptance 40
Understanding the key to action 41

CHAPTER 6: STARTING RIGHT: BEING OBJECTIVE AND USING OBJECTIVE TOOLS

Personnel selection is largely emotional 42
Using newer tools 43
Being thorough 43
Interviewing 44
Industrial psychology 45
Accepting aid 46
The proper use of outside specialists 46

CHAPTER 7: SENSIBLE HUMAN RELATIONS

Work performance and human relations 47
From the top down 48
Expressing feelings 48
Good human relations leads to good morale 49
The ingredients of morale 49
Keeping alert to morale 50
Assessing morale and attitudes 51
Understanding symptoms 52
Practicing and improving human relations 53
Building supervisors' morale 54
Additional suggestions 54

CHAPTER 8: SELECTION

Know your organization 56
Know the job 56
Know what you are looking for 57
Recruiting 58
Reviewing background 58
Interviewing 59
Testing 60
Eleven steps in thorough selection 62

CHAPTER 9: ORIENTATION — INDUCTION— STARTING RIGHT

Orientation from the top 64
Written supplements 64
Setting goals and objectives of induction 65
Induction 65
Getting "set" 66
Graphic supplements 67
Check list 67

CHAPTER 10: TRAINING

Planning ahead 68
Train the trainables 69
Use competent trainers 70
Human relations training 70
Accepting and supporting training goals 71
Training involves everyone 72
Changes take time 72
Know what you want to achieve 73
Move step by step 73
Capacity and willingness to learn 74
Wrong training 74
Training from start to finish 75

CHAPTER 11: PLANNING WORK

Goal setting 76
From the top down 77
Motivation 78
Cooperation 78
Coordination 79
Resistances 80
Anticipating resistances 81
Communicating progress 81
Planning planning 82

CHAPTER 12: HUMAN RELATIONS WITH PEOPLE

Key in on people 83
Attitudes 83
Catharsis 84
Communications – both ways 85
Performance review 85
Personnel development 87
Supervisory development 87

CHAPTER 13: MANAGING WITH GOOD HUMAN RELATIONS

Organizational structure 90
Motivating employees 91
Knowing why 92
Results of human relations managing 92
Participating 93
Understanding the other fellow's point of view 93
Early human relations research 96

CHAPTER 14: HANDLING INDIVIDUAL PROBLEMS

Structured organization 98
Job duties 98
The need to know 99
Following regulations 99
Get the facts 100
Proper diagnosis 100
Responsibility and solutions 101
Involvement 101

CHAPTER 15: SUMMARY AND CONCLUSIONS

A good example 103
Cover all bases 104
Supervising competently 105
For further study 107

FOREWORD

The subject of human relations is as old as history. In its simplest terms human relations refers to getting along with people. Yet the phrase for most of us carries the implication of dealing with problems. The modern, far more appropriate concept is of "preventive medicine." Constructive, planned, preventive action is much more valuable a theme than corrective problem solving approaches. This is the theme presented here.

In our complex society human relations in the business world involves finding, selecting, developing, and effectively motivating and guiding people in the direction of desired goals. Competent work in this important field concerns itself with determining individual abilities, optimally inter-relating them, and providing a structure in which each person can make, and *wants to* make, the most of his skills. The key phrase is *wants to*. This is very different from doing the job in a disinterested, get-it-done-in-any-sort-of-way attitude, where the end product is slipshod and not competitive. When the employee *wants to*, his work is better. Actions are largely determined by attitudes.

Basic to good human relations is *understanding*. With understanding as a base, some attitudes can be molded and skills can be developed. It is the combination of skills and motivation that makes for productivity and profit. Good *human relations* is an essential ingredient in this combination.

PREFACE

This above all: to thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man.

HAMLET, ACT I. SCENE 3.

Human relations is a relatively new-fangled term. Until very recent industrial history it would have had very little meaning. The population explosion, technological advances, cutting down of the work week, more extended welfare benefits, mobility of workers, vastly improved communications, the revolution among minority groups, valuable technical research and advances by sociologists and psychologists, the rising emphasis on democracy, and the rights of the individual within a framework of a changing society are but a few of the factors that have helped shape human relations into the more definitive and significant role it surely deserves to play in the daily life of the businessman and industrialist.

In the days of the old guilds the role of human relations was unknown, unappreciated, and almost unthinkable. With poverty and semi-poverty rampant, with marginal living common, the employer hired a man with a skill or a boy he hoped would be trainable as an artisan. This apprenticeship program continues in many forms today. But it is a far cry from the sometimes nearly inhumane attitude toward, and treatment of, apprentices, and even of journeymen. What self-respecting citizen (aren't we all?) would put up with an authoritarian, unilateral, dictatorial, browbeating boss today? There's another job with just as good minimal pay right around the corner – or unemployment insurance.

No, the old fashioned "pride in one's work" is no longer quite enough to assure a high level of quantity and quality. The fear of being fired has far less sting. The one or two or three man shop with an unquestioned all-powerful boss is a long way behind us. Working groups are larger, and interpersonal relationships are as important as the up-to-date quality of the machine at which the operator is working.

As is well known in the field of vocational guidance, interest in and motivation for a type of work are important factors not only in adjustment to the job, but in the quality and quantity of work output as well. The

role of morale (sometimes called "team spirit") is part of any athletic group. The manager who fails to inspire confidence in his players, the coach who doesn't succeed in welding together a winning group, quickly "gets the ax."

The dynamics are not much different in the business world. It is the executive's responsibility to set the climate for his organization, and it is the supervisor's job to set it for his work group. Any man who manages, gets the job done with people. It is his responsibility, be he foreman or top manager, to help select, orient, train, and develop the personnel working under his direction. The key to accomplishing this resides within the broad and complex field called *human relations*.

In a relatively few years within the long span of industrial history human relations has moved from a phrase to a dynamic and integral part of most successful operations. Psychologists and sociologists have been increasingly concerned with, and devoted to, the study of factors that bear on worker satisfaction, work output, and profit.

Over fifty years ago there were studies on the social psychological aspects of work, research designed to improve both the worker's adjustment as well as his contribution to the company. Through the years, with speeded up research during war years, contributions have mounted. There is hardly a subject in the world of work that psychologists and their associates have not researched with at least some success, and often with considerable accomplishment. This runs the gamut from the design of an arrow on a taxiway sign at an airport, through readability of company correspondence, to the complexities of man-machine systems.

Much worthwhile work has been done on the subject of man in his work environment. This covers phases from recruiting (attracting competent people to your company) to development of potential executives (helping them achieve optimal growth). In its earliest approaches, psychological research was quite atomistic, concerned with small details. Today psychologists and others devoted to industrial effectiveness, tend to concentrate much more on entire systems; not just the man – not just the machine – not only the lighting – not the supervisor out of context, but all of these things in an integrated system.

Recruiting, evaluation, selection, orientation, training, indoctrination, communications, machine design, systems design, human relations and many, many more subjects are the concern of psychology, which is itself best defined as *the study of behavior*. And in this presentation we shall attempt to bring you important highlights from years of research and application of human relations work done both by these scientists as well as those in other disciplines, presented in the language of the businessman.

But it is not the writer's hope or expectation to provide you with some brief, neatly packaged panacea for optimal human relations in your company or business. Human behavior is far too complex to permit this. Before you can hope to deal effectively with the many facets of good human relations, you must deal first with basics, the why's and wherefore's of human behavior. Let us begin there, and head for a most worthwhile goal: the building of good human relations within the organization in order to help optimize output and maximize profit, for without profit there can be no company.

MARTIN M. BRUCE, PH.D.
New Rochelle, New York
June 1969

CHAPTER ONE

WHY HUMAN RELATIONS?

"People are your most valuable asset." It is a phrase that sounds a bit overworked – but it is as sensible now as the first time it was uttered. Want proof? Look at your payroll!

PEOPLE: A BASIC INGREDIENT

The age of the computer is upon us. You can get machines to do almost anything these days. But some things never change -- people, for example. So we have the same basic ingredient in your business that has always been there: the human being. No doubt you have made improvements in your business in recent years, perhaps by adding new equipment or rearranging office or other work areas. But through all these changes and additions of more sophisticated equipment, people are still people. No matter how advanced your equipment may be, never forget that machines do what people tell them to do!

You can never completely replace *all* people in your business, even if you got to that theoretical ultimate of a "completely automated" business. There's always the fellow who pushes the button – and the one who fixes the machine. It is good human relations that keeps the button pusher doing his job well, and the machine fixer keeping automation automated.

Why human relations? To keep the machines rolling, the sales being made, the customers happy, and the profits coming in.

So, with a basic and vital ingredient in your business called a person, you have the obvious problem of keeping that essential ingredient operating efficiently. The procedures for accomplishing this are called Human Relations. You can no more do without these procedures in at least a basic and simple form than you can do without merchandise and physical facilities to house your operation.

There never was a more interesting subject than people. For all the commentary through the years about the weather, it still must rank as a sad second to the favorite subject of people. So it would seem that the em-

phasis being placed on people and interpersonal relationships and on human relations should always have been merited. But was it pursued?

Perhaps it was merited, but it certainly was not a subject on which there was good follow-through. Even now, the value placed on life is rather little in some underdeveloped countries. When you have an infant mortality rate of nearly fifty percent, life doesn't mean as much as it does to us. And we, more and more, are placing a premium on life and on individuals. Why not? Within one lifetime we have cut infant mortality drastically, have eliminated some diseases almost completely, and raised the average life span nearly fifty percent (from 48 to nearly 70).

HISTORICAL HIGHLIGHTS OF LABOR-MANAGEMENT RELATIONS

But if we look at just a bit of labor-management history we see the master-slave theme right on up to recent generations. And not too long ago where the "employee" was a free man he usually worked in an authoritarian-subservient structure. That "sub" fellow had little to say about coming and going and the pay he received. Before machines, when much work was truly an art, a man started as an apprentice (often a moderate form of bondage in the middle ages). He worked for years to become a journeyman. And if he was talented, and lived long enough, he might become a master craftsman.

Then came the revolution – the industrial revolution. And lots of things happened. More jobs were created. But there were plenty of men to fill those jobs; and if not men, then women; and if not women, then children. Labor was cheap. And you don't pay much attention to what's cheap. This remained with us through early 20th century monopolies and management dominated operations.

After World War I labor began to emerge as a force, a unified force. The Norris-LaGuardia legislation in Congress, the earlier restrictions on monopolies, the continuing federal and state legislation geared in favor of labor, the labor shortages of World War II, the rising strength of labor unions, the 20th century emergence of the individual as an individual – psychologically, sociologically, and industrially – the psychological overtones of childhood, the adolescent rebellion for individual recognition, the emergence of minorities, the basic dislike and distrust

of authority, the tremendous advances in mass communications, among other factors, have tended to bring the individual into his own. He is no longer the meek, subservient, fearful, hungry, obedient apprentice. He is a man! He wants you to know it! And he wants you to tell him you know it! Good human relations will help you do this while you run your business profitably.

MEETING INDIVIDUAL AND COMPANY GOALS WITH GOOD HUMAN RELATIONS

What happens when we mix this "individual" ingredient with your business' needs and goals? How do you get the most out of your people while individual goals and needs are satisfied? How do you keep up with the profit requirements while you fulfill wage demands? How do you mesh company goals with individual goals?

The answer lies with people. Continuing and higher profits and wages cannot come without people. People make profits – people lose money. And for top notch effectiveness in your business, whether you have half a dozen people, fifty, five hundred, or thousands, understanding people is a basic ingredient for sensible action. With understanding we can begin to build a program of human relations, a program that will serve the needs and goals of all, management as well as the employee. Without understanding there is the ever-present possibility of mis-diagnosis. Incorrectly blaming working conditions, or materials, or equipment, and then acting on such mis-diagnosis can be very costly.

Direct observation often won't give you the answers. Your assistant or the employee closest to the problem, your link in communications, can readily give the wrong answer because of rationalization or some other distortion. Almost no one is going to say, "It's my fault." (When was the last time you heard someone say this? When was the last time you said it)?

And there are lots of other pitfalls along the way to getting right answers, objective information, on which to base your actions for more efficient and more profitable operation. How do you get around those pitfalls? The answer lies in an effective program of human relations, a program that minimizes the advent of problems in the first place, and deals with them competently when they do arise.

When you look at the facts you recognize that it is far too costly not to have at least a modest human relations program. Have you ever accurately determined the cost of hiring a clerk? Did you ever take the time to figure out what it costs you to put a machine operator, or a sales girl, or a shipper on the job?

One tobacco company recently had its accountants figure out the cost of putting a detailist on the road. Would it surprise you to learn that it turned out to be over $900.00? It shouldn't. The cost of recruiting, interviewing, selecting, and training this young man came to nearly a thousand dollars by the time he was ready to go to work. But that's cheap. It costs more than $10,000.00 to get a computer salesman on the job! Most businessmen are not likely to be faced with such staggering sums. But no doubt in relation to your business, the overhead is equally impressive.

The cost of labor, and the overhead attributable to it, have grown so great that to be without a definitive program devoted to the "care and feeding" of your employees is to invite disaster. There are never enough competent people available. To get your share you have to select well and train effectively. You must, to a considerable extent, develop your own talents as well.

Because talent is so hard to come by, recruiting has become big business. In many instances thousands of dollars are spent to lure a man away from another company. Developing loyalty is the soundest defense against this. The cost of recruiting, newspaper ads, agency fees, recruiters' fees, thorough selection procedures, handling employee problems, dealing with grievances, negotiating with the union, suffering lowered production because of poor morale, all add to a heavy overhead. As long as you have people, you will have problems. *But with a good human relations program you can keep those problems minimal.*

A CASE HISTORY

Let's take an actual example. A few years ago a small manufacturer moved his plant from New England to a southern state. The owner himself did not make the move. The facility was run by absentee management. As things turned out, management was absent in many respects.

There was little concern with, or attention to, employees in the new set-up. (This had not been true in the original plant).

In every month during the first two years of operation the company lost money. At a point where top management felt it was close to being forced to shut the plant for financial reasons, a conscientious effort along human relations lines was decided on. If that didn't work, the plant would go down the drain. (By the way, the company had done loads of things along engineering lines as well as a lot of accounting analysis to get things straightened out. They were not enough to do the trick).

A fairly comprehensive program at a reasonable cost was installed. It covered improved selection procedures, training, safety, performance review, counseling – all of which started with a survey of employees' attitudes. The cost of the program was returned within five months! And the operation has gone on successfully ever since.

PEOPLE AND PROFITS

Sound a little complicated? Sound like too much for your business? Not at all. Keep clearly in mind that people are the principal ingredients in the cake of profit. Effective human relations is at least as important an ingredient as financing, production planning, quality control, or buying for inventory. A plant, a shop, a store, a small business or a large industrial firm run without attention to the individual and to his personal needs is an operation that cannot function near an optimal level of work output and profit.

This is nothing new. You have been practicing human relations all along. Everyone does who is a member of society. But some do it better than others. Some of it can be taught. Some of it cannot. Let's learn what we can.

CHAPTER TWO

RESPONSIBILITY FOR HUMAN RELATIONS

Having made a plea and presented arguments for a human relations program in your business, let's talk about responsibility. We can talk on and on about the theory and practice of human relations, but unless someone actually carries out a program, there is little that will be accomplished. Make up your mind at the outset. If you are going to give appropriate attention to the people end of your business, you are going to have to set it up on something more than a hit-or-miss basis. The sensible arrangement calls for an office devoted to this work, with a competent person in charge of it.

THE DUTIES OF HUMAN RELATIONS MANAGEMENT

Good selection is at the root of competent human relations management. Start with a thorough job description. Get down on paper all the duties to be covered by the man in charge of human relations work. Assign the tasks of recruiting, selection, orientation, training, communications, employee activities, safety, health, performance review, counseling, personnel development, and others pertinent to your operation. These could, particularly in a small business, be incorporated with the personnel office. The goal here is to provide for the attention people need by first having employees who will be part of the company, and then working with them in a realistic, objective, personal (but not coddled) way so that we achieve the ultimate goal of profit.

THE VALUE OF A GOOD H. R. PROGRAM

You may well ask if adding to the payroll by appointing someone to take charge of employee relations (or industrial relations, or labor-management relations) can be justified. If you choose a competent person, and if he performs just one of the many functions of the office well, he will have earned his salary, even in a company of fifty or a hundred people. If he helps cut turnover, or reduce accidents, or helps raise morale so that it is translated into increased production, he obviously earns his way, and more.

In a recent experience, as part of an on-going consulting relationship, we did some research on turnover with one of our clients. Turnover was

quite high in this new plant that had moved from one midwestern state to another. The actual cost to the company, including support time from company personnel and materials came to under $2,000.00. On the basis of the research, turnover was cut by 32% among men and 29% among women within the first nine months. The principal task involved research with a battery of psychological tests. Findings showed that two of them predicted well those who would quit and those who would be fired. (One of the tests identifies personality extremes often not uncovered in interviewing; the other measures ability and willingness to learn). A full time H. R. man on the staff doing this would have fully justified a liberal salary within a couple of months. And, of course, the company goes on enjoying the benefits of this research indefinitely.

THE MAN TO CHOOSE

What kind of man should you choose to head up your human relations work? What are the qualifications? Ideally he should have:

1. a true interest in people
2. academic training in psychology, sociology, counseling, or a closely allied discipline
3. experience in industry, in the problems of running a business profitably
4. specific training in research
5. specific training in objectivity of perspective
6. personal maturity

Where does one find such a man? They were much harder to come by a generation ago. There are more and more men trained and experienced along such lines today. The combined disciplines of industrial and clinical psychology or sociology offer a particularly promising background. There are some such men in universities, men who have spent time in industry as consultants, men who get into the field, and apply theory. Their combination of theory and practicality can be valuable in a job as director of H. R. functions in the company.

There are some such men who have worked as consultants for many companies, men who have gained maturity, and are willing to consider

full time assignment in a single organization. There are men in such capacities in other organizations who, for one or more reasons, would be interested in moving to another group. And there are men in narrower personnel functions, as well as people in related work, whose jobs could be expanded, with benefit both to you and to them.

There is a fine example of such a move that came about when a Connecticut food chain expanded into Pennsylvania. It chose its resident assistant personnel director to become personnel director and director of human relations in the new operation, one that initially involved three major facilities with a total employment of a little over a hundred people. Thanks to his experience with the company, plus further training he pursued outside, he moved right in with a well planned program that led not only to competent selections at the outset, but a well moraled team of clerks, store managers, and support personnel.

THE RESPONSIBILITY IS MANAGEMENT'S

The goal here is not much different from what it is in other phases of your business. It is a matter of translating ideas into action. Unless the action is taken, all of our commentary here is virtually useless. The action on the line can come through the man who is placed in charge of human relations work. But keep in mind that there are certain phases of human relations that can never be delegated. Management has to provide the leadership. A family's morale can be no better than that of the head of the unit. The responsibility rests ultimately with the man at the top.

CHAPTER THREE

UNDERSTANDING BEHAVIOR

Your understanding of what goes on in the office of the director of human relations activities will be invaluable in giving the work the support it needs and deserves. But let's understand each other right off on the matter of the core, the heart, of what human relations work deals with. It is human behavior. No single chapter, or even a book, is going to make you an expert on the subject. Human behavior is much too complicated a subject to comprehend quickly. But we can sink our teeth into basics, important basics. They will be helpful, even invaluable, in moving on to practical actions.

PEOPLE ARE ALL ALIKE

To understand behavior it is important to recognize that essentially people are all alike. Each person shares certain basic needs with every other individual. Some of these needs are physical, others are psychological. The physical needs are less important to our discussion here, and we can readily dispense with them.

There is a physical need for food, the physical need for liquid, and the physical need for rest. These very basic needs add up to the essentials for living. Take away any one, and death occurs. So we can summarize physical needs in terms of the *need to live*. How about psychological needs?

PSYCHOLOGICAL NEEDS

You can stay alive if your physical needs are fulfilled. But how emotionally healthy and happy you are depends on how well your psychological needs are satisfied.

We start with the *need to be accepted*. Everyone who is reasonably healthy wants others to accept him. He wants not to be rejected. He wants to be considered a member of his crowd, his group, community, office, company, country – and indeed, all of them. We, each of us, have a need to be loved, thought well of, respected. The man who says he doesn't give a hoot whether or not people like him is sick, or a liar, or

both. Without love and acceptance the child is in for a rough ride in growing up. And the adult who does not enjoy acceptance is not much better off.

Not only acceptance but *recognition* too is a basic psychological need. For some people it is so strong that they *have to* become president. The drive for some is so strong that failure to reach the top is equivalent to dying. And indeed some literally die trying. *Love, acceptance,* and *recognition* are the lifeblood of the psychological life, of mental well being and satisfaction.

Did you ever stop to think that we would not have many of our works of art, many of our modern conveniences, and so many creations that have served mankind if it were not for the emotional needs of the artist, the developer, the inventor? How frequently does the inventor work on a better mouse trap so that he can enjoy the satisfaction, the recognition, from those who beat a path to his door?

PEOPLE ARE ALL DIFFERENT

So we have the universal basic physical need *to live,* and the equally universal psychological need *to be accepted.* People everywhere share these needs. People throughout the world are alike in these respects. But the specific ways in which these needs are fulfilled vary considerably, making people *different.*

Let's take an item from the world of physical needs first. The need for liquid for example. All growing things need liquid. But do all men satisfy this need in the same way? Of course not. There are those who take their morning liquid in the form of orange juice. There are those who start off with coffee. And there are those who begin with something stronger — and keep at it through the day.

Shelter is another physical need in most parts of the world. But did you ever see two homes exactly alike? Certainly not on the inside where the individual expresses his needs and fulfills them in a personal way. Yes, in certain respects people are all different. You cannot expect to get exactly the same reaction from everyone.

Did you ever stop to think that if all men had the same ideas about desirable qualities in a wife only one woman would be married? And just about every civilization and culture has recognized this. The ancient Romans said, "There is no accounting for taste." There is a popular French observation: "Each to his own taste." And so it goes. This is a good thing when you think of it. How boring it would be if everyone were alike! Reflect for a moment – *what kind of world would this be if everyone were just like you?*

WHY THERE ARE DIFFERENCES

It is helpful to know how people come to be so different. Sometimes it seems so puzzling. How many people have observed that, "It's amazing. They're brothers, but they're so different!" If you have children you probably have said something like that more than once. "It's strange how different my kids are." And when you get down to it, even identical twins are different. (For one thing, one identical twin is right handed while the other is left handed).

Why do such vast differences in personality occur? At the outset there is the fact that no two people have exactly the same inheritance. Similarlities yes, duplication no. And from the moment life is started experiences are different. The mother doesn't treat the second child exactly as she did the first. The third child has two older siblings, but the oldest in that family has a couple of younger brothers or sisters. That makes a big difference.

Every experience you have helps shape your perspective. Obviously, with the thousands of exposures and observations we are exposed to as we grow up, no two sets of experience could be the same. The house we live in, the people around us, the papers and magazines we read, the radio and TV programs we choose, the people we work with – all of these help shape our perceptions, the way we see the world and other people. Even the physical body helps shape what and how we see, especially at a particular time. Here is an illustration.

DIFFERENT WAYS OF SEEING THE SAME THING

There is an experiment to bring out the point of individual differences that I like using with groups. Some years back, while engaging in human

relations training with a management group of a major insurance company I presented an ink blot to the dozen men who met during the morning session. This was nothing but a few drops of ink placed on a piece of paper that was then folded to form a blot. The twelve participants wrote their observations; and then I read them aloud.

No two were the same. I pointed out that although everyone was looking at the same "picture," each saw something different. Also noted for the group was the fact that four people, one third of the group, saw some kind of food. It was before lunch time, and the inner need was affecting perception. (Not unlike the extreme of the mirage of an oasis seen by a thirsty man in the desert).

Well, it wouldn't be an interesting story if there weren't some twist to it. The twist came when I expressed to the group that I would expect no one in the afternoon group to see food in an ink blot. There was a quick objection as one of the men said, "I'll bet you a good cigar you get a food response from someone this afternoon." The experiment was run as part of the second session, and sure enough, one of the men came up with, "ice cream cone."

Then I explained the bet, pointing out that although I had reasonably well succeeded in making the point (there were four times as many food seers in the "hungry" group), I admitted that technically I had lost the bet and would pay off. At this moment our friend with the "ice cream cone" volunteered, "But Doc, I haven't had any lunch."

THE OTHER FELLOW MAY SEE IT DIFFERENTLY

If you think about it for a bit, it will help you recognize that your logic may not be someone else's logic. The way you perceive the world may not be quite the way your wife or husband or employee sees things. There is almost always more than a bit of self centeredness left over from childhood. And understanding how children see the world helps. A good example is provided by an experiment a psychologist conducted a few years ago.

He presented Canadian and U.S. dollar bills, postage stamps, and quarters to Canadian and American children. They were asked to indicate

which dollar was bigger, which stamp, and which quarter. You can probably guess the results of the experiment. The Canadian children quite consistently chose *their* money, *their* stamp, and *their* coin as bigger. And that's just what American children did. They chose *their* own. Which ones are bigger? They are both the same – dollar, stamp, and coin compared to their counterparts.

We like to think "mine is best" or "ours are best." But so does the other fellow! And thereby hangs a core problem human relations seeks to deal with competently.

The perception of "mine is best" comes in part from the underlying insecurity and feeling of inadequacy we all have. It is with us as helpless infants, and we never quite lose it completely. There is an ever-present need to make up for this feeling of inadequacy. Nobody feels completely confident – if he is normal. But often there are those who want you to believe they are fully confident. This helps to achieve a feeling of adjustment. And that is precisely the goal of behavior – *adjustment*.

THE GOAL IS ADJUSTMENT

Behavior is purposeful, even if it doesn't always seem that way. Just as the physical body is continually doing things to get into adjustment (we sweat when we are too warm; we shiver when we are cold; we drink when there is a need for more liquid; we sleep when this is needed to help the body get rid of toxic substances), so too the "psychological body" does things to get into adjustment.

When we are frustrated, we get angry. That anger has to get out or the body will be upset. We mumble under our breaths; we literally dream up ways of getting even; we say things to make us feel better. If the frustration is great enough it will break out violently. With understanding and the application of principles of human relations, it doesn't get that bad.

And what of those times when we are caught in an error, when we appear as less than we want others to see us? Well, man has thought up lots of devices to help adjust. These are referred to in the fancy psychological term *dynamisms*. They include rationalization, denial, compensation,

psychological deafness, projection, and others. We use these devices to help us deal with the problems around us. In rationalizing, the vase we broke is referred to as old and cracked and "worthless anyhow." In projection we put our feelings or thoughts into someone else. Denial can be even more dramatic. Something is said that you don't want to hear; and you actually don't hear it! Perhaps that one helps explain why some of your orders were not carried out in the last few months. And perhaps these characteristics of behavior will also help a little in understanding the seeming illogic of some of the behavior you have seen lately. People do odd things at times (odd to you and me) to help them adjust. But "underneath" that behavior is rational and reasonable – at least to the person performing.

AN EXAMPLE OF ADJUSTMENT

Let's look at the case of the heart patient who gets out of bed before his doctor says O.K. He gets back to work too soon and too strenuously. Illogical? Stupid? Only from a cold physical medicine viewpoint. This man might have a strong need to prove he is indispensable to his business. The idea that it is running without him may be intolerable. He cannot under these circumstances, make an adjustment lying in bed. So he gets up – even if it kills him!

Every feeling, every action has a reason behind it, even though you may not understand it. Understanding is not always readily available from what you see. Sometimes you have to dig beneath the surface to get understanding.

YOU DON'T ALWAYS SEE WHAT'S THERE

There was the case of the M.P. at the gate of a military installation who could not quite figure out what the private was stealing as he pushed a wheelbarrow in front of him when he left each night – the wheelbarrow certainly looked empty. Nothing seemed concealed. After this went on for a couple of weeks the M. P., no longer able to contain himself, spoke to the private he was sure was stealing. "I know you're stealing something. I'll be darned if I know what it is. You have my word I won't turn you in if you'll tell me what you're wheeling out of here every night."

The private hesitated for a moment, then said, "Wheelbarrows."

Things are not always what they seem.

A CASE OF DISPLACED AGGRESSION

Closer to home was a puzzler in the inspection department of a clothing manufacturer with a shop where 20 women sewed garments. A reasonable number of defects were expected. These were generally corrected or scrapped. But for a couple of months returns from customers were unusually high. A review of the inspectors showed good eyesight, good knowledge of the inspection task, and no apparent reason for their approving so much poor work. A bit of understanding of the "illogic" of behavior led to deeper probing.

Finding: the inspectors disliked the new foreman, and were trying to make the department look bad so he would be fired. Logic based on what you can see on the surface would not have solved this problem.

NO PAT ANSWERS OR EXPLANATIONS

The better you understand people, from the very beginning when they join the company, the better your base for developing good skill in human relations.

One of the big obstacles in understanding people is the assumption that there is a single cause for an action. You can get the same behavior for opposite reasons at times. Clinical psychologists point out that there are no consistent one-to-one relationships in behavior. The neatly dressed person is not necessarily neat about other things. The student with mediocre grades in high school will not necessarily be mediocre in college. Not all people with small handwritings are quiet and shy. Generalizations about behavior are rarely sound. To be competent in human relations avoid the sweeping generalizations and look for the facts that are not obvious – in addition to the information that is easy to get.

To have a competent program of human relations that will help you run your business more profitably you have to care for your people at least as well as you care for your merchandise and equipment. The first step in accomplishing this is *understanding*.

CHAPTER FOUR

THE HUMAN BEING ON THE JOB

The fact that the child feels the world centers around him is often obvious. He is not sophisticated in covering up this feeling. The normal adult still feels he is a person of some importance. He usually retains more than a little of the self centeredness, although he is subtler about letting you see it. Should you cause him to feel that he is unimportant, he will resent it. Each of us wants to feel *he* is important. Lose that feeling and you have a sick person.

A WELL DEFINED ORGANIZATION

Helping the individual feel he is important on the job, and maintaining that feeling, does not require coddling. The oft repeated phrase, "firm but fair," is generally an appropriate approach. Rules and regulations should be well defined and fully communicated. The structure of your business should be clear, the chain of command, the responsibilities, and the precise duties made obvious to everyone.

Clear job descriptions, clearcut lines of communication, and all the other good personnel practices are basic to dealing competently and effectively with the human being on the job. If you don't have a clear, definitive, understood structure, if the setup is lax or indefinite, you have a fine setting for confusion, anxiety, and insecurity. And when these things are part of your working atmosphere, expect people to spend time defending themselves instead of doing more constructive things.

There are many research studies in the psychological literature concerning the individual on the job. These are usually discussed under the subject of "Job Satisfaction." Such research quite consistently shows that the higher the job status the greater the satisfaction reported by the employee. This points to the need for particular attention to the larger mass of personnel at lower levels. People without much job status must have some compensation in order to remain loyal, conscientious workers.

Dissatisfied employees tend to be absent more frequently. Dissatisfied workers quit more often. Dissatisfied workers adversely affect morale

and group cooperation. They certainly are not assets in either industrial or public relations. As Dr. H. C. Smith points out in his book on the psychology of industrial behavior, "Companies which actively engage in programs which the employees interpret as indicating honest concern for their welfare tend to have increased productivity."

ADJUSTMENT TO THE JOB

To this comment about internal conditions should be added the fact that personal adjustment on the job is related to personal adjustment off the job. It is related as well to the status the job enjoys (and the employee along with it), to the worker's social and interpersonal relationships within his department, both with those on an equal level and with those above him, his concept of the company (benevolent, selfishly profit minded, etc.), and to other personal perceptions which we could not hope to cover completely in this book.

Dealing with the individual on the job really means fulfilling his personal needs so that he is satisfied and motivated toward fulfilling the company's needs. To do this you must recognize that the individual is not an impersonal machine. He comes to the job not with an empty mind completely and singularly ready to be filled with job orientation. He comes to work with his personal concerns: his wife's health, an ill child, a loan payment coming due, a car in need of repair, and so on. More things pass through his mind than the work at hand. (He isn't much different from you, is he)? To the individual his concerns are important. If you treat him as an impersonal machine, you are going to find resentment, aggression, and the effects of poor morale. He wants to be considered and treated as an individual, an important one.

Fulfilling needs on the job means helping the employee feel that accomplishments in his work are desirable. The goal is to get him to feel that quality and quantity of work are important to him, and the more the better. It is a matter of education and channelling, directing, his energies in ways that are satisfying and productive. He will feel that his work is satisfying if he enjoys it and/or if he feels it is purposeful and worthwhile. This is achieved through education. One of your important jobs is to teach each employee that *what* and *why* of his job. If the tasks mean something to him, you can expect that they will be done better.

THE JOB WANTS ME

Another way of putting it is in the form of "I want the job, and the job wants me." And the latter part comes first. Unless the individual feels that the job wants him, don't assume that he will want the job.

One of the best examples of this arose with a general manager of a small plant on the West Coast. This was a new plant, a second assembly operation of a successful company in the East. The man placed in charge of the operation was one who had been with the company for a long time. He was a successful supervisor, and showed promise for broader management. Well, things didn't work out too well. Most of the labor force came from a culture different from his own. He was all too quick to refer to these workers in a derogatory manner, using a term that could hardly be called complimentary (You can find a "dirty" word for any group. Using it helps the speaker feel superior).

Of course these people heard about his use of an unpleasant word to describe them. They quickly lost what little identification with the job and the company they had built before they got wind of this fellow with poor skill in human relations. And although you could hardly fault the manager on his abilities in many business fields, he was a failure in the job of managing people, and was removed. His successor spent many hours undoing the damage. Sincere listening and discussing led to his acceptance and success on the job. Without this acceptance he could never have provided the education needed to get the workers to want to do the job well.

In appreciating the human being on the job you will do well to keep the details of the chapter on understanding behavior clearly in mind. Behavior moves in the direction of adjustment. If something blocks it there is frustration. Then aggression results. This can be directed positively or negatively. If you are frustrated by an automobile that isn't working well, you can fix it. You can also run it off a cliff. If you are dissatisfied with an icebox, you can work at inventing a refrigerator – or you can throw out the icebox and have nothing with which to do the job.

POOR RELATIONSHIPS CAN EQUAL POOR WORK

Without appreciating the human element on the job this is the sort of thing that can happen (and this one actually did):

A machine operator was working at a cutter that split tubing into desired lengths. But for a period a high amount of rejects showed up. The section leadman recommended machine overhaul, assuming the obvious: erratic mechanical functioning. Right after the overhaul, and for a short period thereafter, there were fewer rejects. But within a matter of a few days the spoilage rate was back to the previous undesirable level. The operator was asked for suggestions. She recommended that she be transferred to another machine. This was done with the cooperation of another operator.

Again the subject's rate of rejects went down, and output was reasonable. But a few days later, up went the poor quality. Finally the supervisor sought her transfer out of his department, and out of the factory if this could be arranged. Just before final action was taken the writer was informed of the problem while on a regular consulting visit. After a couple of brief discussions with the girl it was learned that she harbored some strong resentments against the company. She felt neglected and overlooked. She complained of having her suggestion box offerings "tossed out" while those of associates were accepted and rewarded.

When the true cause of ineffective work output was diagnosed, the approach to handling her (and her machine) was altered. Counseling was turned over to the personnel manager. The personal attention she needed was offered, and a once valuable employee turned sour was restored to former effectiveness — at less cost than hiring and training a new worker.

The attitudes of the individual on the job are determined to a large extent by how well his or her needs are fulfilled. This in turn will be the basis for his opinion of management. If you like the boss and the company, you put in a day's work. If you don't think much of them, if you feel they are not fair, you try to get even. The easiest way to do that is by shirking the job.

PRODUCTION IS RELATED TO ATTITUDES TOWARD MANAGEMENT

Some of the writer's early experiences with a client worked with for over a decade will provide some further appreciation of the human being on the job. This soft goods manufacturer and distributor built a

plant in the South. Headquarters were always in Chicago. The management set up in the facility were all local. No one from headquarters moved down. This management in the plant did very little to help the people identify with the home office. And when things went wrong, the blame was projected to headquarters in Chicago.

It was not long before these employees came to believe that the owners of the company were pretty nasty people who were trying to take advantage of them. (Actually Chicago management is a highly personnel minded group, quite devoted to the welfare of its employees). The fact that business was not good certainly did not help matters. It set the stage for the many actions that lacked good skill in human relations.

The negative concepts of the absentee directors developed by these people led to continued worsening of work output. Before long production was only half of the rate produced in a comparable firm in Illinois. The fact of poor production was obvious to headquarters. The *why* was not. Engineering consultants could find no more than minor recommendations to make to improve efficiency. The firm's accountants were unable to uncover factors to explain the lack of profit. This led then to an analysis of attitudes in the hope of finding a "human" answer.

This tapping of attitudes revealed strong negative feelings about the higher-up absentees, plus the fact that local management was failing in providing important personnel procedures in the areas of selection, indoctrination, and training. They permitted negative attitudes to form (and probably unrealizingly contributed to them in order to shift the blame). Once attitudes were understood, principal members of management were encouraged to be physically present at the plant frequently.

When plant personnel came to see and know the top brass more closely, attitudes changed. They found higher management to be reasonable, concerned people. Deficiencies in the physical side of the plant, particularly heating and ventilation which personnel complained about, were corrected. These two factors (the second as well as the first had more value in terms of "paying attention" than in any other way) paid off to the point where the firm became profitable after what had been a long run of poor performance.

GETTING FAVORABLE ATTITUDES REQUIRES SOME INDIVIDUAL ATTENTION

Without favorable attitudes the human being on the job is not likely to do his best. Favorable attitudes come about a lot faster if the worker feels he is being treated as an individual rather than as one more piece of equipment. The fact that the president of the Chicago company got around to speaking to many of his people personally (and sincerely) was a major factor in turning the tide of performance in the Southern plant. There is no substitute for telling some one, "I love you." (And that goes for the kids at home too)! You don't have to make love to each employee. Just say, "Good morning," and mean it!

CHAPTER FIVE

UNDERSTANDING YOUR GROUP

We have said a little about understanding behavior. The comments have been primarily in terms of the individual. It will be helpful to go beyond the individual, with some consideration of the group, for after all, most people belong to a number of groups. Within a company a person may belong to one or more of the following groups:

1. The Company
2. Management
3. Production
4. Office
5. Sales
6. Exempt
7. Non-exempt
8. College educated
9. Foreign language
10. Religious
11. Bowling
12. Fraternal
13. Old timers
14. Special clique

We have seen that people are all alike in many ways, and that they are also different in certain respects. Groups are, in some ways, easier to understand. There are some things you can expect from some groups when you know their composition.

SELF UNDERSTANDING BASIC TO GROUP UNDERSTANDING

Certainly a deep or complete understanding of groups is not easy. Any understanding of others calls first for some self understanding. And if there is one thing that most people like to claim as an ability (when actually they are more often than not rather limited in it) it is self understanding. It would be hard to recall interviewing a person (through many years of such work) who didn't claim as one of his assets or strong points, understanding of this sort.

And one could count on a single hand the few individuals who fail to give as a personal asset: "The ability to get along with others." Obviously not everyone gets along well with others, but *just about everyone likes to think he does.*

This is part of the core of the problem for group understanding. It is self understanding. It is hard for most people to see faults in themselves. Just stop and try to remember the last time you heard someone say, "I don't know." Most people don't want to recognize that they don't know something; and fewer still have the ability to admit it. When you recognize and admit some of your own limitations, understanding of others will come easier.

SOME GROUP PROBLEMS

There is almost no limit to the kinds of problems that can happen with groups of people. Let's take a look at a few we have experienced in various organizations.

1. The sales manager holds a meeting at which he bawls out his men for not performing a particular task in their daily duties. They resent it, and act accordingly.

2. The clerks in one store of a chain accept a raise gladly while those in another store object to the offer, and threaten to walk out.

3. The bookkeepers see the office manager leave his superior's office frowning. They conclude that he was "chewed out," and spend a good part of the afternoon gabbing and kidding about it.

4. In an effort to raise morale management installs a group insurance plan. A delegation meets with the boss to express dissatisfaction at "the attempt at bribery."

5. The superintendent smiles at a mother who has brought her newborn infant into the plant. A number of women file a complaint.

On the surface it seems each of these groups was reacting in an unreasonable and illogical way. But if you have enough information, everything is understandable. In the first instance the sales manager has taken a stand relating to daily field reports from his men. The item is emphasized in a new job description that has as yet to be distributed to the salesmen.

In case number two we have an example of the influence of outside factors. Those in the first store felt sincerely that they had gotten a fair raise. But the girls in the second store recently observed employees in the shop next door who received a bigger salary boost.

936

The bookkeepers in our third example saw a man suffering from a stomach ache that had nothing to do with his visit to his superior's office. (But they wanted to think he was "bawled out," so they "saw" it).

In the case that follows we have an underlying distrust of management because the last time there was an upgrading of benefits, the action was followed by an unexpected layoff.

The fifth case involves a girl whose child was boastfully illegitimate. The girls resented her behavior and attitude. They viewed the unknowing positive gesture by the superintendent as condoning her actions.

SURFACE LOGIC AND RESEARCH FACTS

In understanding the group we are faced again with the fact that the seeming logic is not necessarily a direct reflection of the meaning underneath, the one that counts. For example, if asked, the great majority of people would tell you that money is the most important factor in keeping people happy on the job. This is a frequent reason people give for leaving a job and taking a new one. But when you examine the reasons closely you will find that few people leave a job unless they are dissatisfied with things in a more personal way than with money alone.

Many breakdowns have been made of the factors that are important in good attitudes on the job. They vary somewhat, but where good research has been done, money and other "logical" items do not show up at the top. A series of technically competent research studies done by a major university reveals the following list of items important in group morale. In order, they are:

1. Security
2. Interest
3. Opportunity for advancement
4. Appreciation
5. Company and management
6. Intrinsic aspects of job assignment
7. Wages
8. Supervision
9. Social aspects of job
10. Working conditions
11. Communications
12. Hours
13. Ease
14. Benefits

Look at the list! Wages rank half way down the line! In understanding your group remember that while they may express their complaints in terms of money, there is a good chance that something else is also bothering them. Financial incentives alone are almost never enough to insure high morale and top level work. Once an employee's basic financial needs are satisfied through adequate pay, other non-monetary aspects of the job take on ever-increasing significance.

For example, supervision is often a major factor in the morale in a shop. Employee-oriented supervisors usually get better results. The worker who feels she is wanted and needed as a person, as an individual, is usually more favorably disposed to the supervisor. Under these circumstances she is likely to do a better job.

Dirty washrooms have been the basis for strikes. Granting bonuses instead of a small pay raise has led to a strike. In another case the building of partitions between job areas could have prevented labor strife. What you should understand here are the emotional needs that underlie the actions. When attitudes are poor you have to look beyond the reasons given to gain understanding. The way you look at things may not be the way your group sees them. It is your job to *understand their viewpoint*. This takes some application of the principles of behavior, and it takes some thinking on your part. Remember the example of the ink blot before and after lunch with the training group mentioned in Chapter II. Your logic may give you a distorted, or even false, view of things.

HELPING MAKE IT HAPPEN

A professor of sociology at Harvard, Robert Rosenthal, has been doing some research that will help us understand another of the important subtleties of human behavior so important in dealing with groups. In his experiments with rats he found that the data presented by experimenters showed that the rats performed better when these researchers were told, falsely, that the rats had been specially bred for intelligence. When the experimenters were told that the rats were dull, data showed poor performance for the animals. Going a step further, working with school children, similar results were found. When it was predicted to the teachers that a group of children would make dramatic gains in school work, they actually did!

What does this tell us? Simply that when you expect something to happen, it has a much better chance of occurring – because, without realizing it, you help make it so. If you believe an employee is incompetent and act in accordance with that concept, there is a good chance he will fulfill your expectations. Look upon him as having potential, and act that way. There will then be a better chance he will improve.

Too often management looks upon employees as children, treating them as if they were dependent, short-sighted, and lacking ability. Think carefully. Be objective. How often do you talk to your employees as if they were children?

When workers are treated as machines, they will often act as if they were machines, resenting it all the time. Try enlarging employees' jobs. Then observe how much they grow. It is amazing what people can do when they want to!

POTENTIAL IS NOT ALWAYS OBVIOUS

An example of a personnel evaluation case will help illustrate. Dick had been a member of the Pentapin Company's accounting offices for a number of years. He was considered an adequate middle management man, but with no real potential for top position work. But in all fairness to Dick, when the time came to choose a man for training to move into the top accounting post within a few years, Dick was evaluated in a psychologist's office to help determine his potential.

The results showed a quiet, respectful man of considerable ability, and more than moderate promise. Management was surprised to learn this. Of course the man had it all along. But management failed to recognize it because of an image that was formed and stuck through the years. Dick went into training, and blossomed forth. Now there is no doubt he will take over the top spot when the time comes.

ACCURATE INFORMATION A PROPER BASE FOR ACTION

It is often difficult to assess behavior objectively. You will do well to keep this in mind. When action with a group is called for, be sure you have accurate information as a basis for your action. Don't trust rumors.

Be wary of second hand information. Get your data first hand. But do not depend completely on interviewing. Talking to people directly can be limited and misleading. People are often unwilling to talk when they are identified. And those who do not object too strongly to this may still be unwilling to give you the information they have.

A further complication arises when you are interviewing for information the employee does not have. He may not really understand or may not be able to give answers in a face-to-face situation. He may fear retribution if he volunteers comments. No, interviewing is not the best answer to data collection. Objective written surveys properly handled can get you much more of what you want to know.

The "logical" comments of an interviewee all too often tend to provide the interviewer with what he thinks the questioner wants to hear. Not uncommonly the interviewee will talk about poor equipment, when actually it is poor supervision that is the "right" answer. He may tell you of his need for additional tools or equipment or materials, or he may talk in terms of "working conditions," when these are actually not the important factors. His associates can quickly pick up the theme he presents. And before you know it, you are convinced that a change in the physical setup will straighten out everything. You proceed, and you have wasted money and time because you never got to the real cause. When dealing with a group, as with the individual, be wary of mis-diagnosis. Many an enlightened, well-meaning management has spent money foolishly on assumed problems.

EMOTIONAL ATTITUDES: AN EXAMPLE

There is an interesting story, a true one, concerning the emotional and seeming illogic of attitudes toward money. The story goes back nearly fifty years, but it could be as true today as it was then. Melvin Hattwick tells the story in his book on psychology in advertising (*How to Use Psychology for Better Advertising*. Prentice-Hall, 1950). When an industry in a major city announced a ten percent pay raise for a limited period, one company decided to offer a "special pay envelope" instead. This failed, and the company's top executive decided to distribute a considerable sum in government bonds in addition to an extra week's wages, a total that exceeded the ten percent raise. Again a failure.

The top executive, a psychologist, and the union leader met to analyze and discuss the situation. In the conference the president pointed out that he gave his employees more than any other company. Why were they dissatisfied? The labor leader's comments provide a valuable clue to understanding group behavior. He pointed out that, "They don't want the gift of an extra pay envelope, and the bonds, but they do want the 10%, even if it is less. I believe they would be willing to refund the $34,000.00 worth of bonds you have distributed if you would give them the $24,000.00 in what they regard as earned wages."

Of course the company made the offer, and saved the difference. The employees accepted even though it cost them $10,000.00. What you call something is often more important than what it is when emotion is involved. Fulfill basic needs; make a man feel like a man; and you have a loyal employee and a friend.

Had the company really understood the emotions in the first place, the difficulties could have been avoided, and some money and time too. These emotions could have been understood through objective and thorough surveying. This need not be elaborate or expensive a procedure, but it must be well planned and technically competent. Information should be collected anonymously. And information should be gathered in various ways, certainly not with interviewing alone. Direct questions on paper can be helpful, but indirect ones should also be used. Various clinical procedures can be very helpful in ferreting out information not otherwise obtainable. Techniques such as incomplete sentences (I think this company is .....), adjectives (Give me three words that best describe management), as well as standardized questionnaires can provide you with loads of data you would never get in other ways.

GROUP ACCEPTANCE

When an individual comes into a job he is going to seek acceptance from his associates. He wants to be part of the group with which he is working. Part of being accepted is to go along with the ideas of the group, and to accept the attitudes that have already been formed. The individual is not a separate entity in a working situation. He is part of a group or groups. He has more freedom to choose his groups on the outside

where his movements are less restricted. He has to accept those near him in order to be accepted himself. This is where the essence of group feeling has its origins. If the group holds negative feelings, the attitudes of the new individual will be negative too, or he will not be part of the group for long.

In working with groups you will do well to permit the individual to choose his group to whatever extent this is feasible. Having this freedom rather than being forced into a group he may not like especially, or one that does not accept him easily, can foster better morale. We did this with a couple of stockroom clerks working in different departments. They were given a chance to switch jobs when it was learned that neither was especially happy. The change resulted in two happier and more productive employees. (Each got along better with his new boss).

UNDERSTANDING, THE KEY TO ACTION

Your job is to understand employees' viewpoints. Add to this an understanding of the basics of personality and attitudes. Mix in a good bit of self understanding and objectivity. And when you work for understanding, spend time at it. Then you will be in a position to work toward improvement with your groups.

CHAPTER SIX

STARTING RIGHT: BEING OBJECTIVE AND USING OBJECTIVE TOOLS

There is a universal self deception that involves thinking you are always right. And if there is one subject area in which this is particularly true, it is the area of people. Ever meet anyone who did not think he knew himself well? Know anyone who frankly admits he is a poor judge of people? They are rare birds indeed.

PERSONNEL SELECTION IS LARGELY EMOTIONAL

It is this self deception that keeps interfering with good personnel selection. People get selected not so much because they are really good prospects, but because the selector likes them. He may have thought well of them because of background or education or some other item of experience. Frequently one item pervades the over-all rating of the man. Very often the final selection is made on a subjective, emotional basis.

Don't kid yourself. When you do personnel selection you pick the man you like; at least you like him at the moment. Whether he is really the best man for the job may correlate little with your personal tastes.

This is not a plea for choosing people you don't like. Hardly. Liking or disliking an employee is a vital factor in his success or failure. But liking an employee is not enough. In time, other factors will prove important. The trick is to deal with these other items *before* he is on the payroll. And there are many tools you can use that will help your batting average. But before you can begin to use such aids, you will have to admit that you don't have all the answers. You will have to accept the fact, as much research has shown, that most people get little in the way of good predictive information in an interview.

I remember the case of a fellow in a plant who was hired and admired for quite a while for being a Medal of Honor winner. He said he was when he was hired. And no one bothered to check until it was all too apparent that he was a poor employee. He became as inadequate on his job as his medal was non-existent. Why did they believe him? Because they *wanted to*. They wanted to have a Medal of Honor winner on the staff.

This is what happens so often in an interview. If you like an applicant's looks you tend to believe the things you want to hear. If there is one quality that particularly impresses you, you tend to invest the interviewee with good qualities in other areas, qualities he may not have. If you could really tell much about a person by talking to him there would be much less labor turnover and far fewer divorces.

USING NEWER TOOLS

There have been tremendous advances in technology in the last couple of decades. A great deal of research is being done daily through universities, the government, individual companies both large and small, and by associations of companies. Some of the technological advancement that comes out of such research can be used to considerable advantage in many organizations. There are, in fact, thousands of businesses that are doing just that. But keep clearly in mind that no one is going to do it for you. You will have to do it for yourself.

The principal area of technological progress we will be concerned with here is psychological. Many people have strong feelings about this field of social science, voicing attitudes with such irrelevant comments as, "I believe in it," or "I don't believe in it." This is as ridiculous as saying you believe in geography, or geology, or pharmacology. These are areas of study. Psychology is the study of behavior. Assuming you "believe" in studying a subject, we can proceed.

Surely most of us are concerned with our feelings and those of the people around us. Aren't we constantly evaluating situations involving others? Don't we frequently make predictions about how people will react? Of course we do! But we usually are not especially conscious or aware of this well established habit pattern. Do you have any objections to being more accurate, more careful, more effective about such analyses and applications of the findings? Quite a few psychologists are devoted to accomplishing just that. You can benefit from their work if you will take the time and effort.

BEING THOROUGH

When you get down to it, reasonably well developed psychological tools are neither miracle performers nor useless gimmicks. What is actually

good or bad about the results of the use of psychological tools is usually not so much the tool itself, but more often the manner in which the tool is used.

Take the finest automobile ever produced. Put it into the hands of a wild adolescent. The result may well be a pile of junk and a dead child. More happily, take a somewhat ancient, but running, vintage automobile. Get a mature adult to use it. Result: transportation! If you are a mature adult you can make good use of tools you may not be employing in selection, and you can learn to improve on the use of the tools you now employ.

INTERVIEWING

Let's take interviewing first. While it definitely is of limited value for prediction as it is used by most people, it can provide data that will help in making solid predictions. To get these data:

1. Work from a comprehensive job description. (If you don't have one for the job, write it)!
2. Decide with at least one other knowledgeable person the skills, abilities, and qualities needed for success in that job. Write out these specifications.
3. If you have a number of people doing the same job (sales, packaging, inspection, machine operation, etc.), avail yourself of some technical assistance to determine through research what measurable qualities and abilities are needed to do the job well.
4. Do not rely on the applicant's own resumé. Have him complete a comprehensive form that goes beyond places and dates.
5. Interview with the goal of getting information that can be evaluated. Do not limit yourself to "impressions." As an aid use one of the better published interviewing guides.
6. Use direct questioning sparingly and indirect questioning often ("Tell me about your current supervisor." "Describe the things in your last job you liked least." "What are your principal shortcomings?"). Avoid questions that have an obvious answer. ("Did you get along well in your last job?").

7. Do not provide clues for the answers you are seeking. ("You'd like to be a supervisor, wouldn't you?").
8. Have at least one other person interview each applicant.
9. Check on references, preferably in person, or at least via telephone.

When you are through with the interview, whether you spent fifteen minutes or four hours, remember that you will have little more than an impression. The interviewee is putting on an act to impress you. He generally does his best to accomplish this. Probing beneath this act is usually very difficult. Don't kid yourself into thinking you are really good at it. Very few people are. And interestingly enough, a research study showed that older people are poorer interviewers than younger ones!

INDUSTRIAL PSYCHOLOGY

There are specialists in the use of objective personnel tools. The principal ones are industrial psychologists. Industrial psychology is a field that has grown to sizeable proportions in recent years, thanks to its contributions. But before you are ready to accept assistance from men in this field, just as is true in accepting assistance elsewhere, you will have to admit that you do not have all the answers, and be prepared to consider perspectives that may be new to you.

The specialist can help you get started right in your human relations work. He can assist you in

1. analyzing the job.
2. determining the job's requirements.
3. doing research to determine what is needed for success, or borrowing from parallel situations where research has already been done.
4. setting up appropriate recruiting procedures.
5. choosing interviewing and testing tools.
6. analyzing and applying collected information objectively.

ACCEPTING AID

If you can do these things well alone, you need not call upon outside assistance. If you are not doing all of these things and doing them well, you can do a better job of starting right in your human relations work by availing yourself of technical assistance. Then you will be choosing personnel with better chances of success on the job. And they will be people who have better potential for good personal adjustment on the job so that they will want to remain with your organization for a period of time. If you work "off the top of the head," as is the case with most personnel selection, you will be repeating your errors, and not learning from experience. Ten years of poor personnel selection work is not ten years of experience. It is one year of bad experience repeated ten times.

THE PROPER USE OF OUTSIDE SPECIALISTS

The effective and appropriate use of outside specialists in the field of human behavior is not much different from using specialists in other fields such as accounting or engineering. You do not, and should not, give up your prerogatives. The specialist can help you collect the appropriate information, give it to you, and help you understand it. You will then have more and better information on which to base a decision. *You make the decision.* Assistance in the field that so thoroughly involves people can be especially helpful from someone trained in understanding behavior and being objective. Many large organizations have such men on their staffs. If your business does not warrant a full time specialist of this sort, it still can benefit from the use of such supplementary help for your man in charge of human relations.

With such aid your starting right with your employees can be enhanced considerably. Take advantage of the newer tools available. They can represent a sound investment for any businessman.

CHAPTER SEVEN

SENSIBLE HUMAN RELATIONS

Sensible human relations calls for a maximum program within the limits of budgeting in your company. The suggestions outlined here cost little more than time from you and others responsible for personnel. But the returns are potentially great. Almost every working day the manager of a small, medium or large enterprise faces some human relations problem. Sensible human relations aims at two related goals: better motivated employees and higher profits. There is usually a relationship between human relations and employee effectiveness.

A dangerous pitfall for many businessmen lies in their thinking they have all the answers to why people do the things they do, why they feel as they do, and how they will act in various situations. You are reminded once again that behavior is not simple. Often it is not logical. Don't jump to "obvious" conclusions.

WORK PERFORMANCE AND HUMAN RELATIONS

High morale and good job performance often go hand in hand, just as low output and repeated mistakes are factors frequently related to poor morale. High morale is the sum of a person's confidence in his organization, his on-the-job associates, and in himself. Good communications from the top man down is at the heart of it. At the center of good human relations is treating the individual as an individual.

Accidents, turnover, absenteeism, and grievances tend to be more common where good human relations is absent or limited. Inadequate attention to human relations can lead to poor attitudes, and in turn sales and customer relations suffer. And, as the boss, don't overlook the satisfaction – and extra profit – that come with running an enterprise where *esprit de corps* is high.

When people say that a firm has good morale, they don't necessarily mean that everyone is on a first-name, buddy basis. You can find top-drawer morale in companies where the boss is always "Mr." or "Sir." Nor is high morale invariably the result of placid, low pressure condi-

tions. In fact, studies have shown that such an atmosphere can cause *low* morale. Getting the work out in any concern facing tough competition is more than just a game. It is a serious job calling for effort and discipline.

FROM THE TOP DOWN

Human relations starts at the top. Attitudes are formed from the higher echelons down. It is often more a matter of how the boss says, "Good morning" than whether benefits are excellent or just satisfactory. No single condition will consistently explain good or poor morale. It is a "mix" of many related elements operating together in a company at a particular time. Understanding the attitudes and morale of your people can be invaluable in improving the working atmosphere and building the important corner stones of the human relations work in your firm. But don't lose sight of the principles of behavior mentioned in Chapter III. Let's add to the points made there the fact that you have to be very cautious in getting objective (correct) information from people.

EXPRESSING FEELINGS

The reasons people feel as they do are complicated. Your employees won't always tell you the reasons for their feelings, especially when morale is low because:

1. Sometimes they don't want you to know the facts.
2. They may be afraid to tell you the truth.
3. They may have the answers, but not the right ones.
4. They may have distortions of the facts because of their own emotional perspectives.
5. They cannot talk openly about the facts because they are touchy about some points.
6. They don't know.

In getting to the basics for building a sensible human relations program never lose sight of the fact that all too often employees do not easily recognize and express the less logical reasons behind their feelings. When you know the facts, and act on them rather than on expressed but inaccurate reasons, you are on the right road.

GOOD HUMAN RELATIONS LEADS TO GOOD MORALE

According to studies at the Survey Research Center of the University of Michigan, there are four key aspects of morale:

1. satisfaction in the job itself
2. pride in the people worked with
3. acceptance of pay scales and promotional opportunities
4. a feeling of belonging to the company

Of course one factor may be more important than the others in any particular company, or at any one time. But basically, morale is good when these four needs are being met; and poor when they are not.

THE INGREDIENTS OF MORALE

The answer to: "What goes into making good morale?" not only incorporates these four important factors, but also takes us back to basic needs. All people need food, shelter, safety, and acceptance. The different ways in which needs are satisfied will depend on education, previous experience, social relationships, age, and other factors.

One authority properly points out that morale means different things to different people by stating: "There is no one need which is always Number 1 for *all* workers . . ." And this is quite true. For example, lower and middle income groups place greater emphasis on security. Of prime importance to white collar groups are self expression, independence, and interesting experiences. Those in higher income brackets give greater weight to social approval.

Both at the very beginning of a vocational career and again in later years, morale tends to be better than during the middle period. Through the middle years workers in jobs needing higher skills tend to show greater satisfaction. And having authority and responsibility tends to go along with better morale. We have noted that, contrary to "logic," wages tend to rank below the top spot. This helps point up the fact that financial incentives are *not* enough to claim a full and sensible human relations program. Once an employee's basic needs are satisfied through

adequate pay, other, non-monetary aspects of the job take on ever-increasing significance. To be sure, people often say that wages are the reason for poor morale and taking extreme action. But investigation shows that lack of fulfillment of other, less obvious, less rational needs is actually the prime cause in many instances.

For example, supervision is often found to be a major factor in employee morale. Employee oriented supervisors usually get better results. Thus, the worker who has a supervisor who makes him feel he is wanted and needed as a person, as well as an employee, is more favorably disposed toward that superior and toward the company. This helps heighten the employee's morale, and he will probably be inclined to do a better job. The reverse leads to opposite reactions.

Consider these acts in terms of emotional needs. There is frustration when needs are not fulfilled. Morale goes down. And if morale goes down far enough, people do something about it. You have a problem when this occurs. You must have missed the boat in providing a sensible human relations program if things come to this point.

A preventive approach obviously is in order, and is less costly. Watch closely for "unimportant" and "illogical" matters which influence morale. Stay alert to working conditions. Complaints about them may be direct and justified; and they may be cover-ups for more important underlying problems.

KEEPING ALERT TO MORALE

How good is your human relations work at present? How high is your group's morale today? To answer these questions watch for expressions of dissatisfaction. Look for company procedures that keep employee needs from being fulfilled. Examples are common enough.

Take the case of the manager who contributes to poor morale by failing to investigate and scotch a false rumor that the company is going to move. Or take the case of another supervisor who kept all information about the business to himself because he did not want the competition to know how things stood. This turned out to be a poor human relations move internally, for his own people were annoyed and upset by being as ignorant of the company's affairs as were the competitors.

Recognize too that the varied groups in your organization, executives, supervisors, hourly rate employees, seasonal help, and other specific groups do not all share precisely the same goals. Note the degree to which they overlap (and fail to overlap) the company's goals.

For instance, there was the case of Ina Miller, a secretary who wants very much to be in a position to meet an eligible bachelor. The boss, failing to recognize her perspective, places her in a post he feels is best for the company. She goes to a back office. Then he wonders why her morale is low.

And how about the woman who comes to work for the first time in her life after her children are grown "just to keep busy." The supervisor places her in a quiet office where she has little contact with people. She is almost as lonely as she was before she came to work. Another case of poor human relations leading to poor morale.

Against the background of earlier chapters try to keep alert to symptoms that indicate the level of morale. High employee turnover, absenteeism, grievances, complaints, gripes, and the like tend to go with poor morale and the lack of a sensible human relations program. So do long faces, short tempers, hot arguments, and cold silences. The opposite conditions usually reflect good morale.

Take an objective look at the over-all organization. As "the boss" you may find it hard to do. We worked with one who must go down as a classical case. Although he paid lip service to "advanced procedures" and enlisted outside help, when it came to resolving differences between his point of view and that of his managers, he could almost never accept modifying his position. He was far from objective.

ASSESSING MORALE AND ATTITUDES

To be sure you are objective, and to help provide a solid basis for your sensible human relations program, you will want to obtain objective assessments of employees' feelings and attitudes from time to time. Some outside technical assistance can be valuable in accomplishing this.

However it is done, a comprehensive procedure in evaluating morale will include determining:

1. obvious and not so obvious views of your employees
2. the over-all "emotional condition" of your company
3. high points and depressions in morale
4. how well the thinking of personnel conforms to company goals

Specific techniques needed to obtain necessary data may vary from company to company. Most of them involve some type of interviewing and various sorts of questionnaires. As a practical matter, however, standardized surveys and related devices which are widely available can be put to good use no matter how small the organization. In every instance employee participation is essential. Part of a comprehensive survey will involve getting your employees to suggest changes and improvements. Avoid being one of the many managers who see and act unilaterally, overlooking that employees want to share in shaping their own work situations.

UNDERSTANDING SYMPTOMS

The things employees say they object to may be direct or indirect symptoms of the real problem, rather than the problem itself. This sort of thing stems from the fact that most people tend to express dissatisfaction in concrete terms. They get upset when they are "not paid fairly," or are "treated like children," or "are kept under somebody's thumb," or something of the kind. But emotions are often abstract. They are much more difficult to put into words than salary or wages. Thus, a complaint about wages may actually be caused by a person's feeling that he has a boss who dislikes him. And, in reality, the boss may not dislike him at all. But he may have said or done something that gave the employee the impression of rejection. That's all it takes sometimes.

To insure a continuing sensible human relations program you have to identify the real causes of poor morale and negative attitudes. If you don't, a lot of time and effort can be spent on the wrong problem, or even on something that is not a problem. In determining the true state of morale of your business, you may find it helpful to get the assistance of professional psychologists who are specialists in this field.

PRACTICING AND IMPROVING HUMAN RELATIONS

Every situation is unique. No two individuals are exactly alike, nor are any two companies identical. Nevertheless, knowledge of human behavior, research on morale and attitudes in business, and critical reviews of many human relations programs offer certain practical suggestions. They include:

1. Tell and show your employees that you are interested in them and that you want their ideas on how conditions can be improved.
2. Treat your employees as individuals; never deal with them impersonally.
3. Improve your general understanding of human behavior.
4. Accept the fact that others do not see things as you do.
5. Consider the possibility that you may not have the right answer.
6. Respect differences of opinion.
7. Insofar as possible, give explanations for management actions.
8. Provide information and guidance on matters affecting employees' security.
9. Make reasonable efforts to keep jobs interesting.
10. Encourage promotion from within.
11. Express appreciation publicly for jobs well done.
12. Offer criticism privately in the form of constructive suggestions for improvement.
13. Train supervisors to think about the people they supervise, and not only of the merchandise or materials or equipment.
14. Keep your people up to date on matters that affect them.
15. Quell false rumors, and provide correct information.
16. Be fair!

In writing of one phase of human relations work in business and industry one writer recently pointed to three ways of getting cooperation: bargaining, belonging, belief. Businessmen constantly use one or more

of these approaches. But ideally there is a balance. Don't overemphasize one at the expense of the others. Going to the extreme in order to get everyone to love you, or bargaining with threats does not represent sensible human relations. Integrity in a firm but fair context generally makes good sense.

BUILDING SUPERVISORS' MORALE

Supervisors have emotional needs, frustrations, and good or poor morale just as other employees do. The suggestions for improving human relations with employees are generally applicable to supervisors too. In addition, some further ideas are appropriate. Actually, they are more a matter of emphasis than of new information.

1. Work together with your key men, taking them into your confidence; get people to work with you rather than just for you.
2. Encourage mutual cooperation as well as individualism.
3. Obtain agreement on the goals of your company.
4. Educate your management group (even if it is only two or three people) to the goals of the company.
5. Make sure your managerial team is informed of your plans for the short and long range future.
6. Make lines of responsibility and authority crystal clear.
7. Specify the nature of relationships among managers and supervisors—upper, lower, and equal levels.
8. Give supervisors clear-cut decisions and directions.
9. See that their privileges and office facilities are in keeping with their status.
10. Provide equitable compensation.

ADDITIONAL SUGGESTIONS

Sensible human relations will help lead to higher output, higher morale, lower turnover, getting the work out on time, fuller use of ability and potential. Work with your operation as a whole. Avoid approaching problems symptom by symptom. This is equivalent to a physician's giv-

ing you a salve for one rash, and another ointment for a second skin condition, and so on. If he works to get at the cause of these eruptions he can do a quicker and better job (and at less cost to you). These additional suggestions will help provide sensible human relations in your firm that will in turn aid in reaching company goals:

1. Set up controls, that are reasonable, controls that offer freedom for a fair degree of individuality.
2. Give clear, concise answers.
3. Set goals for each pertinent activity, including annual group and individual goals.
4. Be consistent.
5. Know your people.
6. Learn each individual's abilities and potentials.
7. Develop individual potentials fully.
8. Be fair and equal in dealing with subordinates.
9. Stay alert and open to new ideas.
10. Give your people the status they deserve.

56

CHAPTER EIGHT

SELECTION

The goal of selection is prediction. Will the applicant do well in the job for which we are considering him? Will you be happy with him? Will he be happy with you? The precise and complete answer can come only by putting the man on the job, and waiting a reasonable period to find out how well he has done. This is obviously impossible for both the company and the applicant. Your organization cannot afford the risk, and the man can hardly be expected to gamble with a part of his life. Both of you want some reasonable assurance that things will work out well. And you can attain this if you first admit that you have probably made your share of mistakes in hiring because you acted emotionally instead of objectively, and then go about your selection systematically, taking advantage of modern techniques.

KNOW YOUR ORGANIZATION

Before you hire anyone you would do well to know the organization and the "climate" in which the new employee will have to work. Investigate the working conditions, the physical as well as psychological atmosphere. Determine co-workers' attitudes so that you can make effective placements. Be on the lookout for special feelings and attitudes that might keep some applicants from fitting in with the group. Know the organization so that you can help match the man and the "job climate."

KNOW THE JOB

In addition to the "climate" it is essential that you *know the job* that is to be filled. Knowing the job means being familiar with each duty and each responsibility. Unless it is a new job you are creating, one for which you are now determining duties and responsibilities, you have to get out and live with the job for a while to know all the important factors. Every good personnel man will have job descriptions and job specifications for every position in his organization, from sweeper or porter to president or top manager. Starting with this complete job description you can begin determining what is needed for success. But beware the generalization, viz., the salesman has to be tall, aggressive, obviously

confident; the production manager has to be a good mechanic and like people, etc.

This sort of assumption can lead to costly turnover. Take the case of the plastics firm on the West Coast that boasted a tall, good looking, Ivy League general manager. He made a point of recruiting and hiring nothing but Ivy Leaguers for the sales staff, carbon copies of himself, whenever he could get them. A few belonged in the outfit, but most did not. Turnover was high and expensive. The lack of insight on the part of the general manager perpetuated the selection error.

The one best way to determine what is needed for success in a job is through research. This is not always feasible in small organizations, and it may be rather meaningless if only one or two people fill the particular job. But in most businesses the investment in appropriate research will pay off, proving less costly than repeated errors of personnel selection.

KNOW WHAT YOU ARE LOOKING FOR

Too often people make generalizations about "a good employee" or a "poor" one. This is inappropriate and unrealistic. Avoid it, and save yourself time and money. A couple of years ago the manager of a small business in my home town told me about hiring a young lady to supervise in his office. He checked with the applicant's former employer who told him that he was very sorry to lose the girl for she had been tops as his office manager. The recommendation was so enthusiastic, he hired her right after the conversation. She was a failure in his organization; and he let her go within a few months. How do you explain this?

The answer lies in the criterion, the yardstick, the first boss used and the measure of success employed by the second. In the earlier job this young lady was required to supervise what was essentially a bookkeeping operation. She was trained in the field, liked it, and did such work well. In the more recent job, one that had the same title, she was called upon to supervise a general office that included bookkeepers, a number of billing clerks, a purchasing clerk, and a staff of other clerical personnel. She spent her time with the bookkeepers, paying little attention to the other parts of the office.

Had the interviewing employer known what he was looking for beyond a job title, and had he discussed the broader job in his firm with the

previous boss as well as with the interviewee, there would surely have been some questions about whether or not this was the young lady to hire. Is success typing twenty letters a day? Making fifty calls a week? Staying on the job for more than a year? Keeping customers happy? Know what you are looking for by knowing the job and determining the qualities and skills needed for success.

RECRUITING

When you have the background of organization climate and job duties and requirements, you are ready for the actual selection process. This should start with broad recruiting. Not to take advantage of many sources of manpower supply is to do your business an injustice. The state employment services are all too often overlooked by businessmen. They can be very helpful, at no more cost than the taxes you have already paid. Newspaper ads, employment agencies, recruiting firms, local social service organizations can all be valuable in particular cases. The broader your recruiting, the better chance you have of netting the person you want.

When dealing with agencies of any sort, and when using newspaper facilities, be precise. It will save you time, effort, and money. For example, if you are recruiting a salesman, specify the type of product, the extent of travel required, and other pertinent aspects of the job. If you do not go beyond the title of "salesman" you may find yourself interviewing many men who have no interest whatever in the job you want to fill. A precise job listing will serve as a helpful preliminary screen.

REVIEWING BACKGROUND

The first step in evaluating the candidate is to review his background. To do this well you must have determined the qualities that are needed for success as was mentioned earlier. This is a point worth repeating. If you don't know what you are looking for, you cannot do a proper job of evaluating the candidate. To do a competent job of reviewing background, you need the background in detail. Such detail is just about impossible to obtain with a single sided application blank. Make use of one that calls for not only the name and social security number plus jobs and dates, but one that will give you additional information about the candi-

date as an individual, information that will help you and the applicant decide if he will fit in well on the job in *your* company.

If you are thorough in knowing what you are looking for, you will know whether the job is better filled by a younger person or an older one, a person with previous experience in similar work, or one who is experienced in an allied field, or perhaps one who is inexperienced but trainable. These items are generally referred to as *biographical data.* Such data also include education, age, and other such individual items. In companies where there are a number of people doing the same sort of job, research has often proved helpful in pinpointing the biographical items that help predict success.

But in any event, you will want to review the applicant's background in a more than cursory way. Spend a few extra minutes to find out what subjects he chose as electives in high school, what outside activities he pursued after school, the kinds of work his father and siblings have done, and so on. They can tell you a lot about the person you are considering. You may find some people who balk at filling out a questionnaire that goes beyond "name, rank and social security number." Beware the easy "out" by accepting such objections. If the applicant is not motivated enough to fill out a comprehensive application blank, will he be motivated enough to work for you for more than a short period?

INTERVIEWING

Much has been written about interviewing in recent years; and we have had a bit to say about it in this book. It is an essential, though often *limited,* tool in the selection process. It will, in almost any situation, help you to eliminate people you do not want to hire. It should not be relied upon to tell you which person is *the one* for the job. Do some reading about good interviewing; and use a written guide that will help you cover all pertinent points. Then add the interview to other valuable selection tools so that you will have a reasonably broad portrait of the person before you invest in him as an employee.

Don't rely on a single interview with a single applicant if you can help it. Try to interview at least two or three candidates for any job. And arrange for someone else in the organization to interview each applicant too so you can benefit from another viewpoint.

63

TESTING

If the applicant looks good to you up to this point, psychological testing can be a helpful further screening tool. But the tool should be used soundly. Uncritical acceptance of tests is as foolish as uncritical rejection.

For over fifty years psychologists have been working on developing and choosing tests to aid in personnel selection. But the going has not been easy. With the first widespread use of intelligence testing following World War I we had available some easy to administer intelligence tests. This led quickly to the misuse of such tests in industry. The naive assumption held that high scores are good and low scores are bad. *Nonsense!*

For some jobs lower intelligence is desirable. For some jobs there is such a thing as being too bright. If a highly intelligent person is in a job that is not challenging, he will become bored, and probably not do a good job. You cannot go by the test title alone. And the fact that the test is a good one in one company does not insure its being of definite value to you.

Only *research* can show which tests will be valuable in your situation. Tests are not the ultimate answer, but they can help when used properly as in the case mentioned by Dr. Lawshe in his book on the psychology of industrial relations. He refers to an instance where a simple test of vision predicted competent bus drivers quite well. Of the sixty-six intercity drivers who passed the test only half had one or more accidents per 100,000 miles. But among those who failed, seventy percent had one or more accidents. Certainly such a test was, and is, worth administering and using in order to help pick bus drivers in that organization. In another piece of research Dr. Wilson reports an average of 2.96 accidents for bus drivers who do well on a paper and pencil test for drivers, while those who do poorly have five accidents on the average per year.

There are many such examples. Some tests are helpful in predicting success in selling, but there are also many that seem as if they should help that do not. Some tests work in one company, but not in others. In one organization where turnover was very high, a manufacturing com-

pany in the South, tests were used to advantage in stabilizing the work force. Persons selected without tests continued to show as much turnover as before. This was nearly eighty percent per year, a very high figure. Those selected with the aid of a short personality inventory and a learning ability test showed nearly one third less turnover in the first year, and greater reduction thereafter. While the company still had a problem of keeping people, those more prone to depart quickly were eliminated, and savings were considerable. The cost: a few minutes per applicant for the personnel assistant responsible for administering and scoring the tests.

Not too many years ago there were some people who believed that all personnel decisions could be made with the results of psychological tests. They were fools. There were those who claimed that this should be done. They too were fools – or liars – or both. We know better now, after fifty years of research.

It has always been easy to express things as black or white. A few writers have had a field day in recent years, lumping tests together as though they all belonged in one barrel. Some of these writers have been ill informed, some misinformed, some uninformed. But there have been others too who expressed valid and pertinent criticisms. Very frequently the pertinent criticism has been with the mis-user of the test rather than with the test itself. Too much has been claimed for psychological testing by the overenthusiastic. Too much has been offered in the way of criticism for tests in general. The true condition is somewhere in between.

Consider the fact that in 1948 about forty-five percent of the companies in this country used some form of psychological testing. The figure rose to sixty percent within a few years. By 1957 the figure was eighty percent. Today the company that makes no use of such tools is rather rare. Obviously companies are finding tests of value or at least they believe this to be the case. But remember the value lies not in using tests, but in the *proper* use of such instruments. Psychological tests in competent hands have value. They can serve as helpful supplements to other procedures. But they should never serve as the sole instrument of decision.

Tests are very rarely "good" or "bad" *per se*. They are good in particular situations or lacking value in others. An example of the author's own

work will highlight this point. This refers to a test in the sales field. Seven years of development work and a total of fifteen years of research with the instrument brought it to a point where it is of *absolutely no value in some companies*. But in others it has definite predictive value. In fact, in one organization that employs thousands of salesmen, it proved to be the best single predictor of sales success among tests researched over a period of years.

Is this test good or bad? Both. It depends on the situation. And that's what you must do if you are to use tests to full advantage: determine the value of the particular instrument in *your* company. Neither guesswork nor promotional pronouncements can achieve this. Only research can.

To determine if a test is any good for us, we must first have a criterion against which to judge it. In the sales field it might be the amount of sales, or the number of calls, or volume increase in a territory over the previous year, or even a combination of these. In such a research undertaking remember that the findings can be no more valuable than the accuracy of the criterion. This is one of the biggest problems in assessing a test's value. If you have a good measure of success in the job, you have a good start in a research study to determine the value of the test for you.

Two of the books listed in the bibliography will be especially helpful to you in choosing and using tests in your organization. There are Dr. Ghiselli's small book on the validity of types of tests for particular jobs and the book entitled *The Use of Psychological Tests in Industry* coauthored by three psychologists. As you will note from these helpful publications, and other books on the subject, to use tests properly and effectively will require a little effort on your part. But it could be well worth it. You can often get back more than your full investment in good test usage if you can cut turnover by a small percentage, or if you make a proper selection decision in hiring Mr. B instead of Mr. A for that office job.

ELEVEN STEPS IN THOROUGH SELECTION

Good selection is a must in a sound human relations program. It is also good common business sense. Your most valuable and most costly commodity is people. If you follow the steps outlined, and follow them

thoroughly, doing the job right from the beginning, you can have a more effective, smoother operating business. To summarize, the steps are:

1. Analyze the job.
2. Write a complete job description.
3. Determine the abilities needed for success.
4. Find out what personal factors (age, education, etc.) are needed.
5. Find out what tests will help predict competence.
6. Recruit widely and wisely.
7. Interview objectively.
8. Have an associate also interview the applicant.
9. Review the important biographical items.
10. Test the applicant.
11. Put all the information together and review it carefully before you make a decision.

CHAPTER NINE

ORIENTATION—INDUCTION—STARTING RIGHT

Once a capable worker, or one with the potential to become competent, has been hired, your next important step is to get him started right. If he is off on the wrong foot, much work and investment will have been for naught. That first impression is most important. Make it a good one.

ORIENTATION FROM THE TOP

Orientation, the broad exposure to your over-all operation, will come best when it comes from management. Orientation, so often overlooked and not bothered with because of a lack of understanding of behavior and of needs or because of being "too busy," is well worth the effort. It need not be involved or extensive. It can be accomplished in a matter of minutes – minutes well invested.

You or some member of higher management should take the time to insure that your new employee gets off on the right foot. *Before* he gets the job, before he starts doing something for the company, do something for him and do something for the company yourself.

Tell your new employees something of the company's history, how it got started, how it came to its present state, and where you hope to go from here. Tell him how he and his job fit into the company's plans and goals. Get him involved. Make him feel he is part of the organization. Talk to him as a member of the team.

Sincerity is the keynote here. This should not be a high school coach's pep talk. It should be a friendly chat, a conversation, that will be informative for the new member of the company, and will help make him feel he is part of a coordinated group that is happy he is "aboard."

WRITTEN SUPPLEMENTS

In large organizations it is not uncommon to find new employees greeted not only by a personal representative of management, but also by printed manuals, guides, and slide or motion picture presentations. In smaller companies expenditures for such things as printed manuals

(which should be updated regularly) and slide or film presentations are rarely reasonable overhead expenditures. But any company, no matter how small, can justify a few pages of welcome and commentary on rules, regulations, goals, and expectations. Prepare this written welcome and basic orientation as a supplement to a personal contact. And make it *personal*. That first impression is an important one.

The fact that a significant member of the staff was interested enough in him to take the time to welcome him will impress almost any reasonable person. So will a bit of well written commentary. This is a fine start for positive morale and motivation to do a good job.

Your next step is:

SETTING GOALS AND OBJECTIVES OF INDUCTION

The induction program should accomplish what the name implies. It should be detailed enough to justify the term "program," and it should get the person into the work situation so that he is part of it. The time taken to set up this sort of program should not be short-cut. It is all too easy to drop the new fellow into the job and say, "Do it," while you return to your own problems. Don't take the easy way out. Spend a little time developing the program.

When you leave a situation unstructured you are laying the base for anxiety. When people do not know what to expect they become upset and concerned. When you structure a situation you are eliminating chances for confusion and anxiety. Structuring should start with goals and objectives. Goals might well include such things as good personal morale; positive influence on the morale of working associates; identification with the company and its management; positive views of the supervisor; acceptance of supervision as a fair authority and as a source of assistance when needed; familiarity with equipment, supplies, and raw materials. Detailed goals should be outlined once broad ones have been determined. The job description will be a valuable tool and aid in this procedure. Each important detail of the job should be spelled out before the induction program is put into operation.

INDUCTION

After orientation the employee should enjoy a comprehensive induction. Induction is often a crucial phase in the success or failure of new

employees. Just as the first years of childhood are vital in personality formation, so first impressions on the job will be important in determining attitudes toward the job and the personality expressed in it. Many of our attitudes are formed early in life, often not moderating much as we grow older. And so it is with most new exposures. The first days at work will form strong impressions. Make good use of them.

You literally cannot start too early in developing positive attitudes. To emphasize this, one of my first psychology teachers liked to tell the story of Dr. John Watson, a well known psychologist of the Twenties. After a lecture on child psychology at Cooper Union in Manhattan, the floor was thrown open for questions. A woman addressed Dr. Watson:

"How early should I start training my child?"

Dr. Watson asked, "How old is your child?"

Woman: "Four years old."

Dr. Watson: "My goodness, madam. Rush right home. You have wasted four years!"

The friendly orientation will do for starters. Remember that the new employee is probably just as anxious and as self conscious as you were when you started your first job. His goal is the goal of all behavior: adjustment. He will welcome your interest and help, for they aid in gaining adjustment.

When you turn over the new employee to the person who will be his supervisor, introduce him. Take a moment or two to introduce him to his surroundings. Welcome him aboard. See to it that others do the same. Then leave him with his supervisor and his group, with the supervisor ready to put the induction program into action. Set the stage. Remember that the new employee, like anyone else, wants to make his adjustment.

GETTING "SET"

The induction phase of employment will help develop what psychologists like to call "set." This involves perspective and attitudes needed to learn quickly and effectively. Specific skills on the job will come later, in the training phase. If he understands how his job fits in with the rest of the group, and how his group relates to the company's over-all func-

tioning, he is much better prepared to get his job done well. The basic goal here is to make the job meaningful. If his work means something to him, there is a much better chance that he will work hard at it.

Surely you remember the story of the fellow who came upon a construction project. He approached each of three workmen individually, asking them what they were doing. The first replied, "Laying brick." The second offered, "Building one wall of the building." And the third replied, "I'm helping to build a church for God."

We shouldn't quite expect religious fervor in the job, but if the work has meaning beyond putting in eight hours a day, the attitudes will tend to lead to better work output. In making it meaningful, explain to the newcomer what his department's function is in relation to the rest of the plant. Tell him what happens to his product or service relative to other functions. Let him know the results in relation to the ultimate consumer.

GRAPHIC SUPPLEMENTS

Simple flow charts and sketches can be very helpful to accomplish these things. The proverbial picture is worth at least as much as a few minutes of verbal explanation. And such graphics can be used over and over again.

Supplementing the specifics of the job description should be some commentary concerning equipment near him, sources of needed supplies, general plant facilities, places for breaks, smoking, and the like. Make sure he knows where toilet facilities are located, as well as lockers or other places for personal belongings, water fountain, emergency exits, fire exits, and special safety facilities such as may exist in a chemical plant. A simple drawing can help accomplish this thoroughly and easily.

CHECK LIST

Use a check list to insure total coverage in the induction phase. List every item to be noted for the new employee. This should include all items already noted plus clocking procedures, union contract, trial periods, merit review dates, etc.

Make sure he knows his responsibilities and duties; and let him know yours as well. With such an introduction and a mutual understanding, you are well on your way toward developing competent, motivated employees.

89

3

CHAPTER TEN

TRAINING

Over 20 years ago, McCullough, writing in the Management Record, said, "Perhaps the greatest competitive advantage to be enjoyed by an enterprise lies in the development of human resources. While I recognize the worth of on-the-job training, I believe that attention should be paid to employee education in a broader sense. There is an increasing recognition that education cannot stop with the school or college, and that business and industry must alter their policies to accept a social obligation to provide broad educational opportunities to all employees as long as there is an expressed need for them." The expressed need is constantly present, and McCullough's statement in general is as true today as it was two decades ago.

PLANNING AHEAD

Before any truly effective program can be put into operation, it has to be planned well. Football championships are not won "by accident." The baseball pennant winners don't get there by chance. And just as "safety is no accident," so too a well trained, well organized, productive team is no accident. The fellow who has this sort of work force is not just lucky; he made it happen. And you can too.

You must of course start with the proper ingredients. If you do not select well, successful training is going to be well nigh impossible. If you want to train a football player to handle the center position competently, you had better be sure to start with one who has the bulk and aggressiveness to fight off the opposition trying to cut down his quarterback. And if you want to have a quarterback who will lead a team to a championship, make sure he has the arm as well as the motivation to learn. Such a man can be trained.

Another important aspect of training planning involves evaluation of training results. Measurable goals should be set, and the degree to which they have been attained assessed after the completion of the training program.

TRAIN THE TRAINABLES

This is a basic, obvious, but all too often overlooked point. I have frequently seen costly training programs set up by companies, big and small, only to discover later that they did not accomplish enough to justify the expenditure. Sometimes it was a matter of having a glibly sold program that was lacking in depth. Not uncommonly the program of training sounded reasonable and logical "on the surface," but lacked solidity because it failed to take human behavior fully into account. And even more frequently managements have sought to train personnel to do things for which they were not particularly trainable. An outstanding example of this in my experience came when I consulted with a firm in Pennsylvania, a company manufacturing small motors and electrical components. A rather fancy program (charts, graphs, color slides, movies) for the training of coil winders and other manufacturing personnel was installed. The program was designed to improve quality and quantity of output. And indeed, while the program was being conducted quantity did rise, noticeably. Rejects continued at about the old rate. But within two weeks after the completion of the fairly costly training program records showed that the quality and quantity of production were just about where they had always been!

No surprise to the industrial psychologist. There is a history of this sort of thing that goes back nearly a half century. As we have long since known, attention to a group, attention of any sort, will temporarily increase production. But unless there is a basis for maintaining the increase, it will return to its old level.

A bit of research was done with the group of coil winders, research that might much better have been done before a training program was installed. It was found that the average level of finger dexterity, eye-hand coordination, and two hand coordination of this group was not at all different from that of the general population. There were a few who were more skilled in these basic abilities, and a number who were rather poor compared to the population at large. But the majority offered only average manual and finger dexterity. Proper personnel selection would have made sure that these jobs were filled with personnel having above average manipulative and psychomotor skills (a relatively simple and inexpensive procedure). Those with ordinary hand skills could have been given other jobs, jobs that do not call for these abilities, and jobs to

which they were better suited. The parallel to other types of training is direct. If it is a matter of imparting new information, be sure your trainees have the learning capacity to absorb the teaching. The same obtains for any skill of knowledge. Lesson #1 in training: *make sure your trainees are trainable.*

USE COMPETENT TRAINERS

Just as it is important to make sure your trainees are educable, so it is important to have as a teacher someone who is capable of imparting the information. Competent trainers can help justify the investment in such programs. Without them you cannot hope to get a return on your investment consistently. And unless there is a profit realized from training, why make the investment?

Before installing your training program, make sure your trainers and the program are up to date. There has been so much advancement in techniques to speed up and improve learning, that unless the presentation is current you will not be getting your money's worth. Trainers should be qualified students of behavior, of teaching methods, and of the specific subject matter in question. Without this you may be faced with something on the order of the blind leading the blind.

HUMAN RELATIONS TRAINING

Training is more specific in relation to particular work goals than either orientation or training. And inasmuch as we are concerned here with human relations, let's take a particular look at human relations training.

Training in specific information areas and specific skill fields (as in apprenticeships) is much easier to examine and evaluate than human relations training. The complications of quantifying and assessing human relations training makes it no less important a subject.

According to the Wall Street Journal a half million executives were exposed by their companies to development courses of various sorts in a single year, 1966. That's double the record of just five years earlier! In a period of less than fifteen years the number of institutions of higher learning that offered courses for businessmen, courses designed to improve over-all talents as a manager, increased from four to forty! If

there is any doubt in your mind that the need is there, let him look at the record. You can be sure it is so when just about every major company in this country recognizes it, and is doing something about it.

So often the psychologist finds that management appreciates and accepts the fact that lower level personnel need training. And in almost any company at least some minor training is pursued – for the lower level employee. But are you one of the multitude of higher level managers who do not recognize that you and those working at your level can also benefit from training? Human relations training particularly?

The biggest single area of difficulty in most companies stems from interpersonal relationships – or the lack of them. How much there is to learn about people – others as well as ourselves! How little is taught of this vital subject in schools and at home! Teaching a manager about people and teaching him how to be a manager after he is on the job seems like doing things a bit late. But better late than never. There is no more vital training subject for managers than the subject of human relations.

ACCEPTING AND SUPPORTING TRAINING GOALS

To illustrate the importance of support from management let's go to an experience of very recent date. The goal was one of "general improvement." A competent group of consultants was called in, a group of men boasting varied specialties. Personnel at the middle and lower management levels were trained in many areas: work planning, scheduling, transportation, interdepartmental communication, human relations, and other skills.

When these supervisors began applying these new concepts and procedures, the general manager resisted changes in his established procedures. He had been giving only lip service to training program changes.

Are you wonderfully verbal about being progressive, but unwilling to give up old habits? If so, don't waste your company's money on training programs. You will only be draining your treasury a little faster than you are now doing by sticking to old fashioned procedures while your competition is moving ahead.

This is lesson #2: once you have reviewed a training program and agreed to its installation, be prepared for, and go along with, the changes that training brings.

TRAINING INVOLVES EVERYONE

Close on the heels of this second point is one that refers to other levels. Not only must the individual trainee be prepared to absorb and benefit from training, and not only must you accept the changes wrought by training, but all levels of personnel have to be part of such programs if they are to work. Suppose the responsible executive bought a training program, knew he would have to accept changes, including some in his own daily operation, and then installed the program only to find that his manager could not, or would not, modify his approach. Where are we? Stymied right in the middle. It's not unlike having a fine automobile, but no drive shaft. You steer, the car is set to go, but there is an important missing link.

Lesson #3: *training programs that involve changes require a total effort and total participation.*

CHANGES TAKE TIME

In many training areas, particularly in the field of human relations training, development is not unlike a therapeutic process: it takes time. How often the parent of the maladjusted child takes him to the psychotherapist, expecting a new child to emerge healthy within a week or two. It took some years for the child to be what he is. It took many more for your employees to be what they are. They will not change overnight.

Lesson #4: *startling results rarely occur; and changes take time.*

A major utility has an interesting story of the short and long range results of human relations training. They put together a fine training program for their rather large staff. All levels of supervision were exposed to the program, one that involved ten lectures and demonstrations. There were ten meetings in as many weeks. Careful measures of production were available for pre-training periods. And they were collected for post-training as well. Results of the program: in the month following completion of training virtually everyone reported that interpersonal relationships had been given a boost. Human relations throughout the facility had definitely improved.

But – at the same time – production went down! In another month production was back to normal, and there were no observable differences in interpersonal relationships compared to the pre-training period. A

failure? Not necessarily. It is very possible that the cost of the program (and let's not forget the time away from the job for each employee) was not justified. But there probably was some lasting modification in the interpersonal relationship sphere, although probably quite modest. Then too there is the side benefit of attitude toward the company for being given the chance to learn. But in the cold profit and loss column, the effort was questionable.

KNOW WHAT YOU WANT TO ACHIEVE

A fifth lesson to be emphasized for those of you who will seriously use training involves *setting criteria.* It is all too easy to go off half cocked. Load up properly. Set objectives. Just what is each participant, or the group as a whole, expected to achieve as a result of training? What is your company expected to get out of this investment? Training programs should be viewed with the same investment eye as any other purchase. To do otherwise is to buy a pig in a poke. So one thing you certainly want to know is that you will get back more than you invest.

Just as important is knowing fairly specifically what the training program should achieve, viz., improved interpersonal relationships, increased sales, less machine down time, reduced spoilage, fewer customer returns, etc. And these should be spelled out at the outset for the trainers. Specific measures should be available before training so that they can be compared with post training figures.

Lesson #5: *setting up valid criteria is vital to planning a successful training program.*

MOVE STEP BY STEP

Keep clearly in mind that changes do not take place in a vacuum. You need a total involvement. The child is not going to develop habits of gentlemanly behavior suddenly as a result of training if he returns to a home where this is not practiced. In addition, changes take place in sequence. There is a step by step process in learning. One does not master geometry before first learning basic arithmetic. With the goal of train-

returns, etc. And these should be spelled out at the outset for the trainers.
ers. Specific measures should be available before training so that they
can be compared with post training figures.

Lesson #6: *carry out all of the tasks necessary for ultimate goal achievement.*

CAPACITY AND WILLINGNESS TO LEARN

Training at lower levels is much simpler than at higher ones. The skills needed by lower level employees are more easily defined and quantified and taught. But as you move up the occupational ladder, it is not solely a matter of having the ability to absorb information. It is often more a matter of the interest and willingness to learn.

This involves personality as well as general intelligence. If the man is not emotionally prepared to learn, and to use the new knowledge, training is not in order. It will be a waste of time and money. The individual is not a computer, a machine that collects, stores, and spews out information. If the surroundings do not accommodate the new learning, all is wasted.

WRONG TRAINING

I smilingly remember a "progressive" client, one very keen about exposing personnel to all sorts of courses; and the company always paid for at least half of the tuition (all of it if the employee got a good grade). In one instance a couple of years ago they had their two bookkeepers and the accountant attend an intensive computer course. But they never bought a computer, and did not intend to do so. The accountant quit within two months after completing the course, and the bookkeepers followed him not long after. Training should have a purpose and a meaningful one. College is not the best training for everyone. Not all finance personnel should be trained in computers.

There are many, many forms of training. We could not hope to cover a fraction of them in this booklet. And it is not intended that this chapter will result in your being a competent trainer or a professional level evaluator of training programs. Rather, it is our intent to provide you with a sensitivity to the importance of such programs as well as the pitfalls of packaged, glibly presented programs.

It is almost impossible for businessmen to avoid training completely. Competitors will lure away his personnel, and surpass his production if their training is competent. Unless you keep up with technological progress and progress in developing personnel, you are in for difficult times. You have to do some training. Try doing it right.

TRAINING FROM START TO FINISH

Training comes after selection, orientation, and indoctrination. Training is generally designed to improve current and future performance. Techniques may involve formal and informal classroom participation, lecture, observation, supervised participation, coaching, counseling, job exposure, reading, outside formal courses, understudying, and others. In order for learning to take place the individual must have:

1. the ability to learn at the level of the training program
2. the specific abilities needed to master the tasks
3. the motivation to learn

In order for skills, abilities, and new competence acquired through training to be functional and of value, the trainee must have

1. an organizational structure that permits him, and encourages him, to use the newly learned skills
2. a management that accepts and supports him in making use of these newly acquired skills

In the case of the bookkeepers and the accountant, they found themselves frustrated in not being able to use their recently acquired knowledge. So they relieved their frustrations by going somwhere they would be comfortable, an organization that would make use of this knowledge they were eager to use. From the viewpoint of the employer, these people were ungrateful. From the standpoint of the ex-employees they were in a dead-end job, and owed it to themselves to move ahead. From the author's standpoint, the employer was shortsighted and unrealistic. His training was inappropriate, and he overlooked the important angle of adjustment these trainees would have to make when they returned to their old jobs.

Before you initiate a training program, make sure that you and your company are not in conflict with what the trainee is expected to learn. Check also to be sure that your organization is prepared to accept the "new individual," that he will be in an environment that will permit and encourage him to use his new knowledge, modified perspective, and altered attitudes.

CHAPTER ELEVEN

PLANNING WORK

Planning work effectively starts with goal setting. But do not assume that there will be unanimous agreement on goals to be achieved, no matter how obvious they may seem to you. Consider and discuss what it is to be achieved. Then communicate it to all personnel concerned. Along with this communication should be a clearly defined set of procedures for achieving the goals. When people know why and how, the chances of success are enhanced considerably.

GOAL SETTING

There is nothing new or fancy about the idea of goal setting. We do it all the time, for all sorts of things. But more often than not it is done less than carefully, less than thoroughly, and frequently haphazardly. The pressures of time and other more or less acceptable rationalizations make it easy to skip the basic and most essential item in competent work planning. After all, little work gets done where goals are not set, and plans made. You start out to do something, and you do it fully or partially.

For example, the simple matter of crossing a street. You make the decision to cross in order to achieve a higher goal (getting to a point beyond the other side). Then you plan on how to get across. You examine the vehicles in the area, compute their acceleration, decide on the speed with which you have to move to avoid them, and you go. With this planning, learned since early childhood, you have to this date succeeded every time.

Similar planning is called for in achieving business goals. But the planning must of necessity be much more detailed and coordinated for these goals are generally more complicated than getting across the street. Goals should be set on the basis of available information, obtainable information, factual information. Goals should be realistic. Goals should be set for the company, for each department, and for each individual. A company goal may be in terms of net profit at the end of the year. A department goal may be in terms of reduction in rejects by a certain per-

centage. An individual goal may be a ten percent increase in sales. These goals are often quite readily translatable into performance standards which should serve as the basis for counseling, personnel development, and performance review (Chapter XII).

FROM THE TOP DOWN

Planning is best when started at the top. The atomistic, small detail approach, out of the context of a unified whole, can easily be a wasted effort. Management's ultimate goal must, of course, involve profit. People being what they are (egocentric, concerned with self), they will seek a maximum for themselves. This has more than once gone so far as to result in self destruction. Witness what happened a number of times in the newspaper field with spiraling costs. There are far fewer newspapers today than there were a decade or two past. There were also far more grocery outlets during depression years than there are today. They tended to solve the rising cost of producing, processing, and distributing food by developing more efficient organizations.

At the outset there should be a plan, a vehicle, an open line of communication to minimize the ever-present potential conflict between employee wants, needs, and desires, and those of management. To do this planning well it should start at the top level of the organization. And it requires some reasonable degree of mutual trust, the sort of trust and respect that can come from using a firm, fair approach with the aid of frequent and regular communication.

The formulation of policies is management's prerogative. However, a unilateral, high-handed, authoritarian approach in instituting policies, especially changes, and setting of goals is very likely to meet with resistance. Plan for it, with human relations principles in mind.

The Swedish government did a fine job of this late in 1967 when, after much research, they changed from left side of the road driving to right. They planned for it. They conducted a program that lasted months. They set up their new signs and road markings in advance, but kept plastic coverings over them until ready for unveiling. They even had the foresight to change the color of these signs (yellow vs. white). They communicated the planned changes through newspapers, television, and radio. They also brought the school children back to the classroom a

week early from summer vacation for indoctrination. With planning starting at the top, and with thoroughness, within two days the system was being accepted – in spite of the fact that this was a drastic reversal of a lifetime of doing it the other way.

MOTIVATION

The will to win is one of the most important elements in the success of many sports teams. The ability to instill this quality is an important asset for any coach, in business as well as on the athletic field. Instilling the will to win is a specific, tangible goal for a coach on the playing field. The same is called for in business. Winning is business success for the company. This calls for motivating the company to succeed. Well handled, ultimately each individual becomes involved.

To insure involvement we need motivation. Motivation is obtained through identification with the goals and with the rewards for accomplishment. If the individual employee likes the company, he will tend to work diligently for it. And if he is rewarded for doing well, his motivation will be reinforced so that he will continue to strive to attain goals.

Use your understanding of behavior to set goals and to motivate your people. Remember that fulfillment of personal needs belongs here. Goals have to be personally meaningful. To achieve this you have to know your people, know what special needs they have in addition to the basic ones. This will help set up a program that will provide the motivation for goal achievement.

COOPERATION

The will to achieve has to be supported by continuing cooperation. You have no doubt seen a team start out like the proverbial "house on fire," only to find it smoldering in a little while. The key to a continuing fire of enthusiasm is cooperation. Cooperating is not something that comes after motivation or prior to dealing with resistances. It comes at all stages along the way from goal setting to goal achievement.

Getting employee cooperation before a policy or procedure is installed can be invaluable. Avoid springing a new policy on them. Get them involved at the outset. Enlist suggestions. Use the good ones. Nothing like

having a suggestion used! How can you help but support it when it is part of the newly established program? Playing a role in formulation enhances identification. With identification (That's my team!) there is acceptance.

The man on the line is the most important link in getting plans accepted. Help set the stage by having good first line leaders. This means effective selection (Chapter VIII) as well as training (Chapter X). If you want and expect your employees to accept policies and procedures, be sure to have superiors who believe in them. Work from the top down. Don't leave out any level of supervision. There is nothing like having a lieutenant who believes in the cause.

COORDINATION

Another important key to successful planning involves coordination. Coordination not alone of people with other people, but people with machines, and people with working environments, and machines with work stations. Men, machines, and work settings all deserve attention in planning many aspects of your business. Be careful not to view these important ingredients as if they were individual, unrelated items. Plan with the idea that the man, the machine, the equipment and materials, and the place in which the employee works are all one unit.

Since World War II an extensive field called human engineering has developed. In this world of work psychologists attend carefully to man-machine relationships. They help devise whole systems to improve accuracy and efficiency and minimize fatigue; they get into shapes and colors as aids to quicker, more accurate recognition and action. They have designed airport taxiway lighting systems (including the arrow the pilot follows to make that symbol more legible). They have redesigned living quarters on submarines to optimize space utilization and morale. They have done many things to coordinate man and machine and work station optimally.

Certainly no one will expect you to be a specialist along such lines, nor is it essential for this sort of project to be carried out in every business. But it is hoped that you will continue to appreciate the fact that the worker is not an isolated entity rooted to a chair or a machine as a piece of equipment is bolted to the floor. He is an integral part of the work

unit, the most important part. He inter-reacts with his machine, with the workers next to him, with his department, with his problems at home, and with himself. Give coordination some thought when you plan, particularly when installing new procedures and changes.

RESISTANCES

Not everyone is going to work with the same degree of interest. Not everyone will work as hard as he can. People are different. But over and above this there are special resistances that can arise. Certainly some will appear if the goals are not meaningful. Some will come up if your people feel the goals are unreasonable. My own experience indicates that goals are arranged best when those who must attain them are part of the process of goal setting.

One pertinent example of resistance arose with a floor covering firm, a retailer with a series of branch stores in the Midwest. Headquarters, along with two of the stores, were in Metropolitan New York. Goals were set for each store. They included a percentage increase in sales and a designated decrease in overhead. These were realistic and necessary goals for the midwestern operation had had three unprofitable years in a row, moderately so, but unprofitable nevertheless. Continuation in business necessitated a reversal of performance.

When the goals were announced, resistance was immediate and intensive. Individual employees spoke openly of the "New York financiers" and their "dishonest pressure tactics." They felt they had worked hard, and therefore, logically, the company had made money.

"All this is a scheme to refuse raises," one of the salesmen in the Illinois branch remarked. This was logical from his point of view. The resistance arose because the company had failed to communicate its status and the reasons for the stipulated goals. Without this information, motivation was very unlikely. Resistance was the obvious result. But when the books were thrown open to the union, it was that group that communicated effectively to the people which resulted in a significant change of attitude and behavior. The resistance was overcome through effective communication.

ANTICIPATING RESISTANCES

The best way to meet resistances is to anticipate them, not giving them a chance to arise. Your best weapon is knowledge. And in your pursuit of knowledge never lose sight of the seeming illogic of behavior at times.

Knowledge is obtained through communication and observation. An "open door" policy is helpful. Encourage your people to express their feelings and gripes, as well as their compliments, in the offices of their supervisors. This will help you keep track of the pulse of the organization. Make a point of getting out on the floor with your people on regular occasions. Keep in touch with them.

Periodic surveying of attitudes can also be valuable. Such procedures, competently carried out, will yield considerable information about feelings and opinions you would not otherwise be able to obtain. If you have the information about resistances before they are crystallized into action you can head off the negative behavior that accompanies such feelings. It is no different than preventive medicine in the health field.

Expect some resistances to show up when production standards are raised, when routine is changed. You will very frequently encounter this sort of comment: "I'm doing more than my share. Why don't you get Dept. A to pull its load?" This is nothing more than the ordinary, normal, typical perspective of feeling put upon, of being taken advantage of. Anticipate this by communicating altered goals and the reasons why. Then be sure to point out the benefits, the rewards, and the reasons associated with such changes. Tie in individual and group rewards with goal achievement. But do not assume the "obvious." Remember that others do not necessarily share your perspective.

COMMUNICATING PROGRESS

One quick but important point at this stage. When goals are set, and acceptance has been reasonably achieved, don't overlook keeping your people informed. Let them know how far along they are toward goal achievement. A good example of this, well done, is the typical Red Feather Campaign thermometer. Many communities draw a red line up the tube from the bulb of the thermometer to show how far along they are in reaching the campaign goal. Do the same for your employees. Let them know where they stand.

PLANNING PLANNING

In planning your planning be sure to set realistic goals, goals that are capable of being reached by the people you have working for you. If you plan for unattainable goals your employees will not react well. They will experience frustration. They are not greyhounds chasing a mechanical rabbit or a burro walking after a carrot hung in front of him. With such frustration, the employee will look for someone else to blame, and find rationalizations to maintain his adjustment. His frustrations will almost invariably be directed in ways that do not enhance your goal seeking.

Be sure to plan for regular communications of degrees of goal attainment. Know before you start how people are going to be kept abreast of progress to date. Give your people a chance to communicate upward as well. Plan for rewards, for a chance to feel that the effort has been worthwhile. A sense of accomplishment will go a long way toward reinforcing the desire for more accomplishment.

CHAPTER TWELVE

HUMAN RELATIONS WITH PEOPLE

Our chapter seems to have a rather redundant title. Can one have human relations with anything other than people? Not really. But the manner in which some supervisors approach employees raises questions. An impersonal, mechanistic attitude in carrying forth a human relations program in your business may prove as useless as no program at all. The key word in human relations is "human."

KEY IN ON PEOPLE

The oft repeated phrase, "People are your most important asset," cannot be repeated too often in a presentation on human relations. Forget the individual, and you can forget about achieving production, sales, and profit goals. It is through people that goals are reached.

There are many pieces of research that show that supervisors who are employee oriented tend to have higher producing departments. Work done at the Survey Research Center of the University of Michigan points to better production coming from departments that are headed up by employee-centered and production-centered supervisors. These are supervisors who have an eye on a goal and who think in terms of people as people to help in attaining that goal.

ATTITUDES

This is another vital word. Your attitudes will set the stage for the people who work under your direction. The department supervisor who treats his subordinates cordially is more likely to be treated in the same manner. Speak gruffly, and see how fast you get a gruff response.

One of the easiest and most common ways to learn is by example. You want employees who are goal oriented, people who identify with the company, individuals who sincerely try to do a good job. Make sure you exhibit this sort of behavior, and be certain that your supervisors demonstrate the attitudes you want to see in your employees. If you don't have good ones in your outfit, one of the reasons must be that you have not taught them, for attitudes are learned.

CATHARSIS

Here's a fancy word borrowed from the field of clinical psychology. It refers to the discharge of pent up emotions. Good human relations provides an opportunity for relief of negative feelings. If they don't come out in a constructive setting, they will come out elsewhere – probably destructively. Bull sessions, gripe sessions, a visit to the chaplain all can serve the same purpose, and frequently do. Your personnel department is a likely place for a counselor to be located to handle appropriate complaints. In some instances it might well be a section head, a lead man, or a foreman. It should at times be a person in higher ranks. Handling gripes and complaints competently can ward off a lot of grief, lost time, and lost profit.

One of my favorite stories, a personal experience, honest to goodness true, occurred with a client who had had quite a bit of difficulty in developing a successful working crew when he moved his small plant from New England to a border Southern state. Part of the time with the company involved frequent hours set up for listening to complaints individual employees felt had not been adequately dealt with as well as complaints they felt they could not take elsewhere.

One of the girls from an inspection line came into the office one afternoon as spokesman for her department. She came to make a complaint and a suggestion. She complained that the plant manager was condoning illegitimacy when he pinched the cheek of an out of wedlock infant brought into the plant by one of the girls who was on leave from the department. (The plant manager had no idea at all of what the facts were. He merely was being polite in pinching the baby's cheek). Her suggestion: fire Miss Bekins.

I asked her for suggestions on how I might present this request to management. What justification might I offer? Her reply: "That girl is no good. She is not married. The father is John Hawkins in Dept. B. And his wife works in our department. It's unfair to her; and it should be a cause for dismissal."

The woman was given a chance to "have her say." She was encouraged to express the feelings of her associates. Then, with attention to her perspective, the makeup of human behavior, the good of all concerned,

85

long range consequences of such a disciplinary procedure as well as her demand for immediate vengeance, the question was raised: "Well, if I can convince management to have a rule for dismissal for illegitimacy, I wonder how many other women would be affected?"

The reply was "Oh!" And the matter was dropped there.

She had a chance to participate. And vicariously, so did the rest of the girls in her department. She expressed her feelings, and was given a simple, understandable explanation of why the group's recommendation would not work. She accepted it, ending the matter satisfactorily for employees and management. Morale was hampered not at all, and probably enhanced.

If no opportunity had been afforded this department to express its objections to the new mother and to the plant manager, there might well have been a pointless and costly strike. *Make sure you provide an outlet for people's feelings.*

COMMUNICATIONS—BOTH WAYS

Keep your people informed. If you can justify it, have a little company newspaper. Have your department heads hold regular meetings with subordinates. People who talk together, work better together.

A fine example of this was presented to me at a recent meeting of top echelon personnel of a small chemical manufacturer. John, the head of production, admitted: "I figured out that I saved nearly $2,000.00 in salaries last year by cutting out my monthly meetings with supervisors. After I reviewed it carefully, I also figured out that I lost over $3,000.00 in not holding the meetings!" Talk can be cheap, especially if you plan your meetings well.

Be sure that communications are two sided. Well handled suggestion systems can be excellent forms of communication upward. These have to be acknowledged, and those not accepted returned with a good reason. Don't add to the frustration by letting the suggestion die on someone's desk.

PERFORMANCE REVIEW

Too many businessmen shy away from regularly scheduled performance reviews. Their own feelings of inadequacy often keep them from

learning in this important realm. Without practice, little learning is going to take place. The fellow working for you deserves to know where he stands, at least once every year. If you feel that there is something he should have done better, he has a right to know. If you don't tell him, he is going to continue doing things the old way. He will maintain his naive feeling that all is well; and you will get more frustrated. Discuss it with him. A regular performance review session is a good place for it.

A well handled review will include a discussion of performance standards. And this is an ideal time and place for this. Here the employee can get that invaluable feeling of participating in his own destiny. He can get the opportunity to help set criteria for his own performance, standards for him to meet during the coming year. When done this way, the standards are more meaningful, more acceptable; and you have your criteria for this man for the next review session.

In the suggested readings section are counseling manuals written for the businessman, practical guides for both the supervisor and the subordinate on how to get the most out of performance review sessions. There are also forms that can be used as guides and aids. When well planned and well handled, a performance review or performance appraisal program serves a number of useful purposes, including:

1. contact
2. communication
3. motivating the employee
4. personal development
5. reinforcement of desired behavior
6. understanding of undesirable behavior

Be sure you do not limit your conference to criticism. Be fair. The golden rule certainly applies here. Be objective in evaluating the worker in his present job. Cite instances of achievement along with examples of the lack of accomplishment. Evaluate him in terms of the performance standards set mutually at the last conference.

PERSONNEL DEVELOPMENT

A number of books have been written on this subject. We will make only a passing reference to the subject here, not deal with it in detail. Every employee deserves the right to improve himself, to better his lot in life. The unemployed and the unemployable deserve aid from society. The employed deserve aid from their employers. This too is a two way situation, for the company also benefits when skills appropriate to the employee's work are improved.

There are many sources from which aid may be obtained, aid to supplement the facilities you have in your own organization. There are state offices in many sections of the country that offer assistance along these lines. Most communities boast adult education courses. There are often off-campus college courses. Organizations such as the American Management Association offer specialized courses. And there are commercial schools and organizations that teach special subjects. But be sure you determine development needs and know how development courses will fit in with your operation before time and money are spent on them. And do not overlook the many opportunities within your own business for teaching through contact and exposure, employing such techniques as job rotation. Last, but not least, are the things your trade association can do to help along these lines. Through their combined efforts businessmen can often avail themselves of facilities not easily within the reach of the individual businessman.

The interested reader will find a number of listings in the selected bibliography helpful in providing additional information in the important field of personnel development.

SUPERVISORY DEVELOPMENT

This chapter would not be complete without some specific emphasis on supervisory development. Without competent supervision, it is almost impossible to have a competent company.

Facing the realities of the findings of competent research, we have to recognize that we have yet to learn what factors lead to achieving and failing in a leadership role. To date research has not shown specific personality factors to be peculiar to successful leaders. As was very appropriately pointed out by Fred Fiedler in a recent issue of *Psychol-*

ogy Today (March 1969), "Becoming a leader, then, depends on personality only to a limited extent." It is obvious, however, that good supervisors, managers, and executives are more competent than the majority of their associates. They show greater knowledge about their tasks, and in many instances also demonstrate greater intelligence, broader vocabularies, and other "general abilities."

Men really are not born as leaders. They learn along the way. And management can help them learn. The very basic learning principle of rewarding desirable behavior has its place. Development of supervisors should include reward for participation, inducements for doing what they are supposed to do. And when the supervisor really thinks of himself in this role, it is much easier and much more frequent that others will accept him as such.

We know from research that there is more than one kind of leadership. One may be an authoritarian, or one may be person-centered and group oriented. One approach may work in one company, but not another. The man who is object-centered (machines, equipment, supplies —rather than people) may accomplish his job well in one organization, but be a failure in another. And the supervisor who is democratic and emphasizes participation by his subordinates will succeed in some organizational structures, but might be decimated in others. And, of course, there are modifications of these extremes. Supervisory techniques are no more black and white than are other forms of behavior.

What we ultimately come to is the fact that different kinds of management of men are best in different situations. But it is in the broad middle range of organizational structures that the person-centered supervisor works out best. (In extreme organizational structures the task-oriented supervisor has the edge. These are companies where he either has full, almost dictatorial, powers and those in which he has virtually no such control).

And in light of these findings, Fiedler's (*ibid.*) concluding statement is highly appropriate, "In view of the increasing scarcity of competent executives, it is to an organization's advantage to design jobs to fit leaders instead of attempting merely to fit a leader to the job."

This is a prime point in pursuing a sensible approach to supervisory development. It incorporates basic principles of personnel development in general. Know what you are developing for. Know whom you are de-

veloping. Don't train a man in autocratic procedures for a democratic assignment. Don't try to force the person-centered supervisor to be an autocratic boss. Analyze the job. Analyze the man. Fit appropriate people to appropriate jobs. Then expand on their talents by helping to develop skills that fit in with the assignment.

Attention paid to supervisory development can be even more valuable than training at lower levels. What you put in at this level is bound to filter down. And there is a research finding related to training that deserves emphasis here. It refers to the ease and speed with which the trainee returns to old habits unless the education is reinforced. If the development, for example, has been geared to understanding human behavior and understanding employee perspective, higher management will do well to reflect this viewpoint. If it does not, and on a continuing basis, you will have gained little from your training and development expenditures. Attitudes and habits are learned from the top down.

College courses and summer programs, adult education courses, AMA programs, and specialized programs offered by independent consultants may be helpful. But first be sure you are choosing training that fills your needs

CHAPTER THIRTEEN

MANAGING WITH GOOD HUMAN RELATIONS

The central theme by now should be quite clear – treating the individual as an individual. This is an important ingredient in developing a partnership that can lead to mutually desirable goals. The goals should be set and the environment for achievement provided. With attitudes and actions congruent with good human relations in a constructive environment that permits growth, the chances of business success are often materially enhanced.

ORGANIZATIONAL STRUCTURE

How often we fail to take the time to think through, analyze, and plan. How frequently actions are impulsive, off the top of the head, spur of the moment. A little constructive time in laying out your programs will go a long way toward success of the venture. And this starts with organizational structure. Rather than follow the all too common procedure of concerning yourself with the details of the jobs of people at the lower levels, we suggest you start at the very top. Lay out an organizational structure, beginning with the highest position in the company; owner, president, or whatever the title may be. Then work down through each level from there. Spell out the chain of command carefully and specifically. Direct and indirect reporting lines, staff and line responsibilities, multiple responsibilities should all be detailed.

After all, a functioning organization is very much like an individual in a number of respects. Many processes within a business proceed much as they do in the physiological and psychological systems of the human being. A goal is set, things are organized, and the parts get working together to achieve the goal–if the organism is healthy. If one part breaks down, it affects all the others. It is a viable organization, one that is adaptable and conducive to growth, that can consistently achieve its goals. Your business structure should be one that reinforces both the ability and willingness to achieve goals. This is an organizational structure built around people, not around machines. If the day ever comes when we have a completely automated plant (not really possible as we noted before), we can legitimately plan in terms of machines rather than people.

Your organizational structure should avoid the impersonal, autocratic form. Maximize communications and team spirit through smaller units rather than a single corporate centralized body. Delegate. If you have done proper selection, training, and development, your subordinates deserve authority commensurate with responsibility.

MOTIVATING EMPLOYEES

Just as in the case of planning work (Chapter XI), the factor of motivation comes in all along the line. This means that each individual is provided with inducements to do more than put in his stipulated hours of work per week. It also means an absence of disrupting factors. Disrupting factors may be environmental or personal; they may involve equipment as well as people.

Motivation to do a good job calls for being in a situation where there is an incentive to do good work. If no one cares, if there are no rewards (psychological or financial or both), why bother? If there is no good reason to do it, don't expect it to get done. And if good reasons are provided (team spirit, healthy competition, identification with the company, financial incentives, year-end bonuses, special rewards, etc), you will still have to be sure that outside negative influences do not interfere.

If there is a union, relations with that group can serve as a good example. Management should take the responsibility of seeing that there are good relationships with the union and the union's representatives. This statement in no way is intended to negate the union's fair share of responsibility in this realm. But management will benefit from taking the initiative in developing a good relationship.

The tools to accomplish this are the same as with the individual: start with understanding the other fellow's perspective. Appreciate his goals. Communicate, educate, work toward gaining cooperation through discussion. Set the theme of cooperation rather than one of "we are on opposite sides." If you are dealing with reasonable people, you will be a little further along the way. If they are unreasonable, you will have lost nothing.

Motivation is developed through having something worthwhile to work for. This is something management must provide. Just having a job is

no problem for most people these days. You have to make a job a little better than the one your employee could take elsewhere tomorrow.

KNOWING WHY

In the days prior to the industrial revolution, and indeed for scores of years following, the individual employee had little status. He was often counted solely in numbers: so many heads along with so many machines, so many shovels, etc. But we have come a long way since then. And the emergence of the individual continues around the world today.

The individual wants to be recognized and treated as an individual. He will resent being viewed and treated as part of a herd. One way of fulfilling this need and simultaneously developing motivation on the road to over-all company goal achievement, is to take the time to explain *why*. A regular company-wide dinner meeting, or conference within the place of business, will do fine. Explain the company's plans and programs.

Devote a little time to explaining *why* certain changes are taking place. And provide an opportunity for participation. Be sure to arrange to have this carried down through all levels. See to it that the general manager explains to each of his subordinates *why* a program is to be put into effect, *why* a major change is to be made. See to it that each department head passes this down along the line. See to it that the last woman or man in the company's hierarchy knows all that he should in order to understand *why* the order was given. When you know *why*, the chances of doing it well are better. You can get away with telling the child to "Do it because I say so!" (although he will resent it). But do not expect to get away with it among your employees without seriously affecting morale and production.

RESULTS OF HUMAN RELATIONS MANAGING

Good leadership means competence in working with people. And good leadership in turn results in more efficient and profitable production. This is as true in industry as it is in sports, in preparing legislation, in providing education, and in virtually every task involving interpersonal relationships. The principles are backed up by thorough research. Back in 1948, for example, Coch and French completed a study that showed

that when management announced changes in job procedure, giving reasons, production usually dropped while absenteeism and job quitting increased. When the employees participated in planning changes through representatives, results were not so bleak. When there was "total participation" production went up and there were no resignations. Both quantity and quality of output tend to be better when people understand their work and are involved in planning it. Understanding is especially important when changes take place. Once an adjustment has been made, people are reluctant to give it up. They have to have satisfactory reasons before a change is acceptable. And they will be more amenable if they are part of the planning for changes.

A few years ago one of the companies with which I have been working for some time purchased a small operation, one in the very same field. Equipment was virtually a duplicate. The parent organization operated in good human relations style. They knew that the company they bought was "old fashioned" in its management approach. That was one of its attractive qualities. They instituted a number of procedures outlined here. Results: production in the subsidiary which was almost twenty percent lower than that of the parent company was raised to an almost equal level within one year! Good human relations does pay off!

PARTICIPATING

If the worker feels that he is part of the decision making process, the chances are that he will be more a part of the team, that he will demonstrate higher morale, and that he will turn out more and better work. As Watson mentions: "Men work best on projects they consider their own and when they feel they will be held responsible for the outcome." Getting people to participate is the key to the team spirit that results in improved output. It was a British sociologist who pointed out that ". . . what workers want is not a voice in higher management, but rather freedom to participate in decisions about how their own work should be divided, organized, and evaluated."

UNDERSTANDING THE OTHER FELLOW'S POINT OF VIEW

"Understanding" and "why" are closely related. It is through understanding that the "why's" are answered. But remember that understanding works both ways, from employees up as well as from management

down. Depending on just one side of this two way street is not enough. Full understanding of people, either as individuals or as groups, may never come. But we have a great deal to gain from covering as much of this ground as we can in order to achieve the understanding that is vital to managing with good human relations.

Do not lose sight of the "illogic" of behavior. We saw an example of this back in Chapter V in a discussion of morale. While "logic" might have told us that wages would be the prime factor in morale, you will recall that research showed that money ranked seventh in a list of fourteen important items. Now turning to reasons for liking a job we see that contrary to the commonly held belief of "Pay a man enough and he will be happy doing anything," finances are again not the prime factor. In one thorough research study the order of items involved in liking a job were:

1. associates
2. the work itself
3. the boss
4. variety
5. freedom in work

In another study, one that involved 100,000 employees, there were twelve factors that "mattered most" on the job. They were:

1. receiving help necessary to get results expected by management
2. being encouraged to offer suggestions and to try out better methods
3. being able to find out whether work was improving
4. reasonable certainty of being able to get a fair hearing and a "square deal" in case of grievances
5. certainty of promotions going to best qualified persons
6. encouragement to seek advice in case of real problems
7. being given information about important plans and results which concern the individual's work
8. being given reasons for changes which are ordered in work

9. not being hampered b a superior in doing a job
10. not getting contradictory or conflicting orders
11. having clear-cut information on results expected in a job
12. likelihood of pay increases from time to time

Strange? Not at all. These are the things that keep workers happy and motivated. But how does management see all this? Be honest with yourself. Would you have picked these items in this order? If not, your understanding of your employees can stand some improvement.

Here is another list of factors important in work. This list comes from a nationwide poll. To help check your appreciation of what employees think is important, place these items in order of importance. Rank them from one to eight, putting the one you think employees consider most important first. Do not read beyond the list until your ranking is completed.

credit for all work done

interesting work

fair pay

understanding and appreciation

counsel on personal problems

promotion on merit

good physical working conditions

job security

Finished? Now let's consider the employees' order. *It is just as presented.* Credit for work done is most important. And in this study within the dry goods field pay ranked third. But what about management's views?

Their ideas on what the employees consider important is distinctly off here. Fair pay was ranked first. And the employees' first choice, "Credit for all work done," was ranked next to last by the employers! While these employees placed job security last in this list, the members of management put it second! There was no perfect agreement in any one

of the eight rankings! (The order of employer rankings: 7, 3, 1, 5, 8, 4, 6, 2).

All too often supervisors feel that workers have a singular orientation: get as much money as you can for as little work as possible. Actually, as careful research reveals, morale depends more on recognition for good work, easy communication with superiors, and pride in the group with which he works.

Study after study and my own experiences in probing beneath the surface of poor morale show that personal identity, recognition, and the fulfillment of basic needs play a much more important role than money. People tend not to change employers and jobs if they like the work and the company – even if they are underpaid! Hours of work tend to be less important than congenial working conditions; having prestige ranks well ahead of a chance for promotion; liking the work plays a greater role in good morale and job adjustment than salary or wages.

In managing for better morale, in using good human relations in order to motivate your employees, fulfill personal needs in a reasonable way. Don't approach the problem solely through the medium of the dollar sign. Less than one man in ten expresses a preference for uninteresting work with high income over interesting work with modest income.

Effective human relations must involve good job placement. And the emphasis should be on job interest at least as much as on job skills. One without the other cannot lead to high quantity and quality of production. People tend to resent routine and rigid prescriptions on the job. Some leeway is necessary if there is to be a good human relations environment.

EARLY HUMAN RELATIONS RESEARCH

It is traditional to start a subject, a talk, or a chapter with a bit of history. I should like to reverse this and end off with some of the earliest research in the field of industrial psychology that pertains to human relations investigation. Everyone interested in effecting good human relations in his business will find his time well spent in reviewing some of these early studies. They were done at the Hawthorne plant of the Western Electric Company by Roethlisberger and his associates.

97 - 2

A group of workers was separated from the others. Lighting was altered within this separated group. Production went up for them. Hours were rearranged. Production went up. Rest periods were changed. Production went up. Every change brought increased production. And this includes changing back to earlier conditions. After much research the common denominator was discovered: *attention.*

The sense of being special and the social cohesion that developed accounted for just about all of the change. In providing good human relations on the job, paying attention to your employees is mandatory. Pay is important, but so are the more personal factors: quality of working environment, of supervision, of management. Relationships with associates are far more important than relationships with pieces of equipment.

Managing with good human relations emphasizes *human.* Consider the other fellow and his viewpoints as you would want your views considered. Then make your decision, and take decisive action.

CHAPTER FOURTEEN

HANDLING INDIVIDUAL PROBLEMS

Handling problems with people while maintaining control is indeed an art. Avoiding the need for this, of course, as in the case of preventive medicine, is really the best approach. But problems will arise under the best of circumstances, for, as we stated early in this booklet: no two people are exactly alike. We cannot expect individuals to share the same perspective consistently. There have to be differences. There have to be some problems. Conduct a good human relations program to keep the problems small, and be prepared to handle those that do arise.

STRUCTURED ORGANIZATION

While there are some benefits to be derived from a *laissez faire* type of operation, in general, a company will operate better if it has a well defined structure and boasts clear-cut divisions of authority and responsibility. The less the confusion, the fewer the disagreements, the fewer the problems. In addition, the absence of structure makes for anxiety and confusion. There should be structure in the organization from top to bottom, with clearly specified chains of command, right on down to the duties of each job.

JOB DUTIES

The specific duties and responsibilities, when spelled out, will serve a very useful purpose in heading off some very common problems. These duties should be put in writing, and in language the individual worker can understand. He has a right to know what is expected of him. It is your responsibility to let him know. Where job descriptions were not kept up to date, or had never been prepared in the first place, some interesting situations have occurred. The next time you have a few minutes you can spare, check with one of your employees about his individual job duties. You may be in for a shock. There is more than a reasonable chance that you will find that he did not know of some job requirements and responsibilities.

"So that's why those boxes never came to my attention!" you say.

"Now I know what he was bawling me out for," comments the employee!

THE NEED TO KNOW

People have a need and a desire to know their status and prospects. Aren't we all a bit anxious by not knowing what tomorrow will bring, especially if we already have problems? And who hasn't? The only man I ever encountered who had no problems at all was in a coffin!

The need to know can and should be recognized and dealt with on a regular basis. If you don't set up a routine vehicle for handling problems, they will be compounded. The grievance procedure serves this purpose with union members. Sometimes it is not enough, and more is required. For those who do not enjoy a formal grievance procedure, the equivalent should be provided. The personnel office, your man in charge of the human relations program, your own office, or possibly in your business some other member of the staff might serve in the capacity of "chaplain" to provide a vehicle for the individual employee to present his problems, and to be told what he needs to know.

Certainly the performance review can serve this need on a periodic basis, although there should be other facilities for day-to-day commentaries. In the regular review situation each employee should be told what he needs to know, about himself and about the organization.

FOLLOWING REGULATIONS

Failure to follow regulations is a symptom. Just as there is a reason for every action, there is a reason for not following regulations. Absenteeism, lateness, poor work quality, all have reasons. They represent but a few of the ways in which regulations are not followed at times. Arbitrary punishment may temporarily restrain the individual from continuing to commit these failures to follow regulations, but you can count on their returning, in the same or different form, if you don't get to the causes. Treating the symptom does not cure the disease.

Not adhering to regulations, cutting corners, or deliberately flouting these regulations all call for action on management's part. If you permit this to pass, it will probably become worse. Your best move initially is to diagnose. Find out *why*. It may be a symptom that has its roots in the individual, or it may have its core reasons in management. Persistent lateness, for example, may be due to the need to help at home because of an illness in the family. Or it may be the individual's way of telling his boss he is going to find out how much he can get away with.

Poor work quality may be attributable to failing vision which the employee himself does not realize. It might also be the result of poor training.

Lowered production may be an expression of aggression against the resented supervisor. But it may also be due to inadequate work area temperature control. Find out before you take action.

GET THE FACTS

If preventive approaches have not been adequate, problems will arise, as they almost invariably do. It is a common trait to move fast when there are difficulties. But unless you act on factual information, and not alone on one sided perspective, you may do your company and all concerned a disservice in impulsive action taking.

The first step is to get the facts. Determine if the complaint or problem is common to one person, a group, or the company. Examine inside as well as outside factors to find the cause. Get the facts before you decide.

PROPER DIAGNOSIS

Proper diagnosis is one that is based on facts rather than opinions. Without facts a proper diagnosis cannot be made. Production problems, sales problems, and in fact any business difficulties, may arise for a number of reasons. And until you have the reasons, the action you are all too eager to take might make matters worse. An example "in reverse" will help illustrate.

In an insurance office Henry Clayson, a member of middle management, was almost always the first one in, and always the last to leave. He was held up as a model of conscientiousness for the entire department. Why was Henry so conscientious? Did he love the insurance business so much? Was he enamoured of his job? Wrong diagnosis. His home life was so miserable he was avoiding it. He was not running to the job; he was running away from home. And, by the way, while he put in long hours, as you might expect now that you understand the diagnosis, the quality of his work was mediocre.

Clinical psychologists make a strong point, and a valid one, of the lack of 1:1 relationships in behavior. You don't always get response A be-

cause of stimulus A. There is an application of this on the job that can be valuable to you. *Overt behavior is not necessarily a direct reflection of covert feeling.* It is understanding of the covert, the underlying, attitude that will help you deal with the individual problem. Find out *why* before you take action with the individual.

RESPONSIBILITY AND SOLUTIONS

When a problem comes to your attention, be sure you determine your responsibility in handling it. If its solution properly belongs elsewhere, don't be too eager to get involved. You would do better to see to it that the individual problem is handled by the supervisor directly concerned with it.

If it is in your province, by all means tackle it thoroughly. This involves not only getting facts and making diagnoses, but also exploring procedures for optimal solutions. And that often entails getting others involved in resolving the problem. There will be wider and greater acceptance of the solution if those involved are part of the crew working to resolve the difficulty. It is a lot easier to reject an edict handed down by someone else. But if you are part of the decision making team, it is easier to swallow.

Make a point of discussing various solutions. Avoid the unilateral, autocratic role. Consider your conclusion before you put it into operation. Are you being objective? Are your attitudes reasonable? Have you considered the viewpoint of the person with the problem fully? Would you be satisfied with your perspective and decision if you were at the receiving end? And also consider the long range effects of decisions and actions as well as the immediate results. Do you play favorites? Do you give each viewpoint in the group equal weight? Are you prepared to accept a reasonable recommendation if it differs from yours?

INVOLVEMENT

A point made earlier, and brought into discussions elsewhere in the coverage of human relations merits a bit of further emphasis here. It is the role of people in decision making and action taking. None of this implies that management should in any way relinquish its prerogatives in the decision making process. Actually, in the last analysis, decisions are

usually made by an individual. But the democratic process as an integral part of day-to-day functioning is often a vital part of good morale, which in turn is closely related to good human relations programs.

One piece of research is interesting to cite on this point. Arthur A. Thompson of the Virginia Polytechnic Institute, writing in the Public Relations Review, pointed out that TVA has pioneered in the "democratic" approach to personnel management. But a recent study of the TVA experience shows employee dissatisfaction to be high, and suggests that the indirect involvement utilized by TVA must be balanced by direct employee participation in decision making if optimum productivity and commitment are to be realized.

Handling individual problems effectively calls for fairness, objectivity, and giving a feeling of participation to the individual. When people are involved, things run better, there are fewer problems; and problems that do arise are handled more quickly and smoothly.

CHAPTER FIFTEEN

SUMMARY AND CONCLUSIONS

We have tried to cover a lot of ground in a small book. Our discussions have ranged from the basics of the "why's" of human behavior to details important in effective selection and training. We have been concerned with helping to develop an optimal organization through people. The emphasis has been on understanding, with appropriate action taking based on appreciation, consideration, and facts. Cautions have been offered in relation to narrow and one-sided viewpoints. The theme of firm but fair will generally serve management well in reaching its goals.

A GOOD EXAMPLE

By way of summary let's look at a plant that has been in existence less than two years. A plastics firm in the East decided to expand its repair shop business into the Midwest. It located a building that would house its equipment well. This had been the location of a going business for thirty years that was recently dissolved. But before it moved into that town the company explored the community to find out if the community "climate" would be conducive to its operation, if there would be sufficient trainable people to staff the plant, and if the attitudes of potential employees (expected to come mostly from the former company that was housed in the building the company bought) would be conducive to management's intended operations. These factors proved positive enough, and the plant was established.

Personnel were easily recruited because of the number of unemployed persons resulting from the closing of the previous company. Each applicant was thoroughly screened through interviewing and testing, using research done in the Eastern plant. Previous employers were contacted by telephone and in writing to secure meaningful references. People were assigned to jobs commensurate with ability and interest.

At the outset an orientation program was installed, and comprehensive indoctrination procedures followed. These new employees have known definitively what their responsibilities are, along with the responsibilities of management, from the day they started work. Small training programs have been pursued from the first week on. The planning was

thorough from the beginning. Two performance reviews have been conducted with all employees, much to their delight, few of whom had had such experiences before.

The plant is a successful one, as successful as each of the earlier plants in the East. In large measure the success is attributable to the care with which the company set up its human relations program.

COVER ALL BASES

The expanding plastics company did a good job of covering all the bases. And it paid off. Here is a list of human relations bases for your guidance:

1. Set the goals of the company.
2. Set goals for each department.
3. Set goals for each individual job.
4. Write out these goals, and communicate them to appropriate personnel.
5. Prepare job descriptions and man specifications for every post in the company.
6. Use them.
7. Recruit thoroughly.
8. Select carefully.
9. Research and follow up on your selection procedures.
10. Orient, indoctrinate, train, and develop your people.
11. Give particular attention to the first line supervisor.
12. Maintain an ongoing program of development for your managers and executives.
13. Use performance review procedures regularly.
14. Communicate.
15. Keep your accent on the individual as an individual.
16. Develop and maintain an ongoing community relations program.

17. Maintain the theme of fairmindedness within a context of management control.

SUPERVISING COMPETENTLY

In your company and in any other, good management involves good human relations; and competence in human relations is intimately associated with good supervision of people. While there is no one set of rules for supervising competently and preventing grievances, there are some basics worthy of note by the line supervisor. We have touched on many of these in one form or another in earlier chapters. Let's summarize them here.

1. Get the right man for the job.
2. Show integrity, honesty, and consistency.
3. Get to know your people as individuals.
4. Treat all employees alike; avoid favoritism.
5. Provide continuing education.
6. Communicate company and department progress regularly.
7. Criticize when appropriate, but do it constructively and privately.
8. Be courteous – even when people don't seem to understand it. (The others are watching).
9. Invite suggestions, and use them if they are good. If suggestions are not used, explain why.
10. Don't take out your personal problems on your employees.
11. Compliment and encourage.
12. Be personal where appropriate. (A remembered "happy birthday" goes a long way).
13. Keep authority commensurate with responsibility.
14. Develop pride in work and the work area.
15. Expect your employees to be as competent as you make them. Take responsibility for their development on the job.
16. Be a supervisor. Don't blame others for your shortcomings.
17. Be firm but fair.

Executives who do well generally follow most of these points. Research in a number of instances shows that men in positions of authority who are rated "excellent" differ from those rated lower in that they "permit subordinates to share in decision making, make full use of their skills and abilities, and regularly inform subordinates of their progress."

Research on failures in executive posts shows these common faults: "failure to gain subordinate's respect and failure to obtain cooperation of other executives." It is nothing new for you to read that success in managing rests on success with people. But unless you possess that rare and wondrous facility of being a boss, acting as a boss, and having everyone like it, you must constantly work at being a skilled supervisor.

Working at being a skilled supervisor usually calls for most if not all of the actions and procedures outlined here. Putting some of these points in still another way gives us a chance to offer some further findings of the Survey Research Center. They have been studying differences in morale and productivity in relation to supervision for some twenty years. Their research points to these characteristics among competent supervisors:

1. They spend their time supervising rather than in doing the work assigned to those they supervise.
2. They tend to think in terms of people rather than equipment.
3. They are considerate, and act in ways that show it.
4. They provide opportunities for communication, and encourage it.
5. They rarely criticize or punish when things go wrong. They help and educate instead.
6. They are somewhat permissive about supervision, and tend not to "look over the worker's shoulder."
7. They work in organizations where top management supports them.

If you are going to handle problems and still retain control, keep these points in mind. Keep in mind too that while emphasis in this booklet has been on human relations, competent management must also involve basic skills such as intelligence, technical competence, appropriate experience, special information needed in the job, and administrative

skills. If your lieutenants have these qualifications, and they will if you have done a good job of selection, *support them*. So often men who run businesses say that they want associates who are not "yes men;" they want men working with them who are independent thinkers, aggressive, and individualists. But all too often these men are not tolerated. It is much easier to accept the fellow who conforms and is agreeable. Do you say one thing and do another? Do you give your workers and managers some free rein? Do you give them a chance to show individualism?

Pick people who fit into your company and maintain a program of human relations. Then you can compete successfully with the best of them.

FOR FURTHER STUDY

Principles of Human Relations, by Norman R. F. Maier. John Wiley & Sons, Inc., 603 Third Ave., New York, N. Y. 10016. 1967. $7.25. Presents a comprehensive explanation of a democratic approach to management's applications of human relations principles. Discussion method, role playing, non-directive counseling are discussed in detail and examples presented.

Management Development: Design, Evaluation, and Implementation, by Robert J. House. Bureau of Industrial Relations, Graduate School of Business Administration, The University of Michigan, Ann Arbor, Michigan. 1967. $6.00. A thorough, detailed survey of research showing why management development programs fail and what procedures to follow to insure their acceptance and success.

Management and the Worker, by F. J. Roethlisberger & William J. Dickson. Science Edition. John Wiley & Sons, Inc., 603 Third Ave., New York, N. Y.10016. 1967. $2.75. Offers an in depth review of research that has proved of historical importance in understanding the intangible factors in the work situation, factors affecting morale and productive efficiency.

Objective Approaches to Personality Assessment, by Bernard M. Bass & Irwin A. Berg, D. Van Nostrand Company, Inc., 120 Alexander St., Princeton, N. J. 1967. $4.95. A collection of papers dealing with objective personality assessment. Explains what leaders in the field have been doing.

New Foundations for Industrial Sociology, by Melvin J. Vincent & Jackson Mayers. D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, N. J. 1959. $6.95. Describes the modern industrial situation in relation to administrative structures, informal patterns of action, the character of industrial society, the relation of the individual to the working environment, and other pertinent industrial sociological factors.

Contemporary Approaches to Psychology, by Harry Helson & William Bevan (Eds.). D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, N. J. 1967. $14.50. Offers a thorough review of many important areas of psychology. A comprehensive book for the serious reader in this field.

"Providing Management Replacements in Small Business." Martin M. Bruce. In Small Marketers Aids, Annual No. 1. Small Business Administration, Washington, D. C. 1959. 45c. The booklet contains this article as well as 12 others. All present valuable ideas on employee relations items. Two other subjects are sales training and developing managers.

"Improving Foreman Relations in Small Plants." Edward L. Anthony. A Management Aid for Small Manufacturers obtainable without charge from the Small Business Administration.

Social Psychology, Issues and Insights, by Goodwin Watson. J. B. Lippincott Co., E. Washington Square, Philadelphia, Pa. 19105. 1966. $7.25. A comprehensive presentation of concepts, theories, and methods in addition to a contribution of a conceptual system applied to business management and other fields.

The Selection Interview: Essentials for Management, by Benjamin Balinsky. Martin M. Bruce, Ph.D., Publishers, 340 Oxford Road, New Rochelle, N. Y. 10804. 1962. $3.75. A comprehensive, readable presentation for the businessman. The approach and content are practical.

Psychology of Union-Management Relations, by Ross Stagner & Hjalmar Rosen. Wadsworth Publishing Company, Inc., Belmont, Calif. 1965. $3.50. Sound principles of psychology applied to union-management relationships. An emphasis on understanding dynamics to help develop leadership, forestall disputes, and settle them when they arise.

A Guide to Counseling, by Seymour Levy. Martin M. Bruce, Ph.D., Publishers, 340 Oxford Road, New Rochelle, N. Y. 10804. 1960. $3.25. A sensible, practical booklet readily usable by the businessman in developing and carrying out a development program with his employees.

So You Are Going to Be Counseled!, by Seymour Levy. Martin M. Bruce, Ph.D., Publishers, 340 Oxford Road, New Rochelle, N. Y. 10804. 1960. $2.75. A companion to the previously listed booklet. This is a presentation for the individual employee to aid him in getting the most out of a counseling or merit review or performance review conference.

Social Psychology, by Roger Brown. The Free Press, 866 Third Ave., New York, N. Y. 10022. 1965. $8.95. A comprehensive text in the field of social psychology. Will provide good background for the serious reader.

Personal Influence, by Elihu Katz and Paul Lazarsfeld. The Free Press, 866 Third Ave., New York, N. Y. 10022. 1966. $2.95. Some insights into the part played by people in the flow of mass communications.

Small Marketers Aids No. 4. Small Business Administration, Washington, D. C. 1962. 35c. Helpful articles on personnel control, developing morale, under-used sources of employees.

The Use of Psychological Tests in Industry, by L. E. Albright, J. R. Glennon, & W. J. Smith. Howard Allen, Inc., Box 1810 University Center Station, Cleveland, Ohio. 1963. $4.95. A straightforward, clear, concise explanation of important technical matters in the use of tests in business and industry.

The Validity of Occupational Aptitude Tests, by Edwin Ghiselli, John Wiley & Sons, Inc., 1 Wiley Drive, Somerset, N. J. 08873. 1966. $7.95. A fairly comprehensive summary of the validities of types of tests in specific jobs.

How to Diagnose and Control Personnel Turnover, by Joel Lefkowitz, BFS Executive Communications, 59 East 54th Street, New York, N. Y. 10022. 1967. $3.75. A compact, comprehensive coverage of the major dynamics of turnover, why it occurs, and how to deal with it.